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ABSTRACT

After compiling a national inventory of centers which provide career and educational guidance to adults, a curriculum was developed for advocates of adults and a technical assistance conference conducted for organizations which sponsor advocacy efforts. Advocacy was seen as incorporating the tasks of both the labor market intermediary (providing employers and employees information about each other) and the education/career broker (matching individuals with educational or training opportunities). A survey of 353 centers usually affiliated with national organizations resulted in twelve case studies, thirty-two noteworthy programs by categories, and twenty-seven noteworthy practices (descriptions of all included). Services were found to cluster in colleges, libraries, women's centers, consortia, and federal- and state-sponsored agencies. Funding is largely public; most have operated five years. Primary services are individual career and academic counseling. Females account for seventy-one percent of those served and tend to be under forty-five, Caucasian, middle-income, unemployed or underemployed, and unskilled or semi-skilled. Advocates tend to be well educated but not specifically counselor-trained. Major obstacles to growth are funding, marketing, and evaluation. The technical assistance conference focused on these obstacles and other barriers identified. The course "Transitions in Education, Work, and Leisure" was offered at Northwestern University to provide advocates with practical skills and an awareness of employment transition problems. A conference, "Managing the Life Cycle," was also conducted (see note for final report). (A 37-page bibliography covers various advocacy topics.) (JT)

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ADULT CAREER ADVOCATES TRAINING PROJECT

FINAL REPORT

Northwestern University - Adult Career Advocates Project

Project Director: Marilyn D. Jacobson

Project Assistant: Dorothy H. Salene

Grant Number 7-0695-0

Department of Health, Education and Welfare

Department of Education

Special Community Services and Continuing Education Program

October, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I also wish to recognize the assistance of Dr. Ronald C. Rodgers, Educational Testing Service, Evanston office, in helping to compose the original proposal and developing the survey instrument.

Marilyn D. Jacobson, Director

Introduction

The Adult Career Advocates Project began October 1,1977. The first year's activities concentrated on identifying and describing centers which provide career and educational guidance to adults. The study involved compiling an inventory of centers located throughout the United States and examining their programmatic elements and administrative structures. During the second year a curriculum for advocates of adults was developed, a National Coalition of Adult Advocate Networks was convened and a regional technical assistance conference for providers of adult advocacy services was held.

The initial task was to locate operational centers. By contacting associations, state boards of education, colleges and universities, our staff assembled a list of centers and programs which were subsequently queried for details of administrative structure, programming, staffing and funding. This list became the basis for field visits, telephone interviews and, finally, a survey questionnaire sent out in late May to 353 centers. Eliminated from the study were centers at colleges and universities which served students exclusively. Only centers open to adults in the general public were considered.

Letters sent to each of the centers which had been identified solicited brochures and other descriptive material. Telephone interviews enlarged incomplete accounts. On-site visits were arranged to augment letters and phone calls and to examine what others had described as exemplary programs. Obviously, visits provided greater knowledge of the operation, particularly how it was being managed, funded and marketed and the competencies of the director and the professional staff. Also it was possible to gain a sense of the staff's awareness of adult development theory, labor market trends, organizational functioning and patterns for promoting relationships within the community.

Visits proved to be more than data collection opportunities. Program directors are eager to learn about other centers. Consequently, the researcher served as a dispenser of information as well as a recorder. Apparent in this exchange phenomenon is the program administrator's desire for knowledge about his counterparts. Repeatedly, directors wanted to know how other programs reach their designated clients, how they arrange for funding and how they find the time and money to carry out administrative and evaluative functions while also providing services.

Public and private agencies are supporting investigative efforts and demonstration projects. However, as for the centers themselves, activities -- although tandem in concept or location -- frequently are undertaken in a vacuum. Since there is no collective history of establishing and maintaining services, each new center seems destined to re-enact the past and move ahead by trial and error; this is often a costly and self-defeating process.

A three-day workshop of teachers, trainers and counselors in school, business and government settings was conducted to provide the Adult Advocates project with a framework for understanding the level of knowledge of current practitioners regarding adult capabilities, life stages, learning objectives and career motivations. Also, the conference was structured to help the project staff identify skills, competencies, and breadth of knowledge practitioners might reasonably be expected to possess in order to function effectively.

Entitled "Managing the Life Cycle" the conference assumed an interest in predictable stages of adult life span and recognition that clients in all sectors need assistance during transitional phases of life, consisting of information for decision-making, support during stressful times, and preparation for making choices regarding careers, work changes, and life roles.

The primary objectives of the Conference were to (1) provide information currently available regarding adult characteristics at various life stages; (2) examine implications of changing patterns of employment; (3) explore strategies, techniques, and skills that professionals might employ to assist clients; and (4) elicit from participants, via the Nominal Group Process (a needs assessment method) a sense of the problems confronting the professional in fields that purport to help individuals make decisions, train, or educate themselves for new roles.

The conference offered the opportunity to synthesize research from a cross-section of disciplines: i.e., anthropology, sociology, medicine, management and education. By assembling noted scholars and practitioners from several fields to share information and concerns, the participants were introduced to the complexities of the subject as a whole and enabled to articulate the concerns unique to their situations.

The agendas (appended) disclose the distinguished speakers and seminar leaders who were involved in the conference and the diversity and depth of their presentations. Response to the conference informally and by means of formal evaluations was exceedingly positive. Volume II of this report contains the conference proceedings, plus papers which were commissioned to complement and augment the information provided by the conference presenters. Concurrently, the Adult Advocates Project was afforded substantial information with respect to the skills, problems and perceived inadequacies of the practitioner in the field.

As an ancillary project, a Women's Employment Resource Directory was compiled, printed and distributed throughout metropolitan Chicago to demonstrate a means for overcoming the confusion and anxiety that sometimes results from an abundance of resources and a number of centers offering a variety of

services. Because Chicago is so richly endowed with organizations that provide employment assistance to adults, it was a natural focus. A composite of services that can be used by professionals and individuals alike, which can be inexpensively updated and widely distributed, was thought to be an excellent means for overcoming those particular liabilities engendered by opulence.

The Oakland Community Careers Council directory, "Who's Doing What in Career Development", furnished the inspiration for presentation of a comprehensive catalogue of services in the Chicago area. The directory folds to a flat 13 x 5½-inch pamphlet or brochure which is mailable. The four inside panels are a grid matching organization and service and providing basic data on fees and persons targeted to be served.

The Chicago directory is organized by life cycle and is divided into the following categories: Job Entry - High School, Career Advancement, Mid-Life Job Entry and Reentry, Later Life Job Entry and Reentry, Career Change, All Life Cycles, and Post-Retirement.

Primarily, the directory serves the woman who is in a transition period: from school to work, home to work-for-pay, job to career, or career rung to higher career rung. Underlying the directory is the recognition of the crucial nature of these transitions in the lives of women. The most significant element in assisting adults is helping them manage and capitalize on these transitional stages of career development.

Exemplified in this directory effort is the principle of cooperation which is essential if adults are to be adequately served. The Oakland Community Careers Council Executive Director, Jose de la Isla, agreed to have the design duplicated in Illinois and also shared the data collection procedure that they had found successful. In the Chicago area, the Women's Employment data collector collaborated with the director of the Midwest Women's Center who was in the

process of compiling a social agency directory. It was mutually understood that the directories would complement each other, each referring, where appropriate, to the other resource. Subsequently, the Midwest Women's Center published an addendum to the Employment Directory that encompassed the entire State of Illinois.

The Playboy Foundation printed 5000 copies of the Women's Employment Resource Directory and it was distributed throughout the Chicago area from the Women's Bureau, Chicago, public libraries, the Midwest Women's Center, colleges, universities, and community colleges. One article appearing in a Chicago newspaper drew over 1500 responses. Eventually, the update and distribution task will be adopted by the Program on Women at Northwestern University. The directory is a testimony to cooperation and collaboration and, as such, is a small scale demonstration project within the broader concerns of the main advocacy program.

An interim report presented the outcomes of the major investigative efforts undertaken during fiscal year '78. The significant items in this report were descriptions of the networks to which centers studied were affiliated and other networks likely to contribute to the advocacy movement, case studies, distinctive programs and distinctive practices, plus an analysis of the survey findings. Rather than confine the report to a few case studies, the format selected afforded greater breadth and coverage. It was anticipated that most readers of the report would adapt particular practices rather than replicate a whole program.

Two hundred copies of the report were distributed to persons who had expressed interest in the project, directors of network associations and key service providers. These readers were asked to respond to the report in respect to data accuracy, information usability and readability. The final report has incorporated their recommendations and thus represents a significant degree of

accuracy.

A major contribution of the project has been the convening of a National Network Coalition composed of leaders of the national organizations that sponsor, support or direct adult advocacy centers or agencies. Survey results and site visits had indicated that most centers were affiliated with such national organizations for financial assistance, technical advice, materials, publications and news of their counterparts across the country. Gatherings of these advocacy leaders afforded opportunities to meet, share ideas, discover common problems and solutions. A position paper based on the concensus reached by this group regarding the crucial issue of counselor selection, training and certification is forthcoming.

Concurrent with the coalition meetings, the project, in conjunction with Professor Frank H. Cassell of the Graduate School of Management, Northwestern University, presented a course entitled "Transitions in Education, Work and Leisure." The purpose of the course was to prepare individuals whose jobs, formally or informally, involved the intermediary or advocacy role to be better informed and to function more effectively.

The last major undertaking of the project was a technical assistance conference that was held at Northwestern University for 230 providers of adult advocacy services in the four-state region: Illinois, Iowa, Indiana and Wisconsin. The format of the meeting was predicated on the needs expressed in questionnaire reponses, site visits and at coalition meetings. Consequently, the day focused on solutions for problems related to funding, marketing, counselor selection and training, coordination and linkage, evaluation and attending to the counseling needs of special populations.

This final report presents a compendium of the information and activities which resulted from the Adult Advocates Project. Chapter I, "Adult Career

Advocacy:Definition and Scope" provides the background and rationale for adult advocacy services, and describes the sponsoring agencies and studies, projects or programs relevant to this subject area. Chapter II, "National Networks Engaged in Adult Advocacy" offers brief sketches of each of the networks to which centers studied are affiliated and other networks involved in the advocacy movement. In addition, there are summaries of the coalition meetings. Chapter III "Case Studies and Noteworthy Programs and Practices" includes 12 case studies, 32 noteworthy programs by categories and 27 noteworthy practices. Chapter IV "Survey Results" analyzes the survey findings and discusses the implications suggested. Chapter V "Technical Assistance for Career/Education Advisors" summarizes the conference events. Also included in this chapter are a rationale and syllabus for a course offered to advocates. Chapter VI "Conclusions and Recommendations" discusses the trends and patterns revealed by the study and recommends policy and program initiatives.

Finally, there is an extensive bibliography divided into categories for accessing pertinent topics.

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Career Counseling Service - North Kingson, Rhode Island

Career Planning Center, Inc. - Los Angeles, California

Community-based Educational Counseling for Adults - Madison, Wisconsin

Higher Education Library Advisory Service - Albany, New York

Lifelong Learning Center - Philadelphia, Pennsylvania

New England Volunteer Employment Service Team - Waltham, Massachusetts

New Ways to Work - Palo Alto, California

Oakton Community College - Morton Grove, Illinois

Project JOIN - Madison, Wisconsin

Wider Opportunities for Women, Inc. - Washington, D. C.

Women's Educational and Industrial Union - Boston, Massachusetts

Noteworthy Programs:

Colleges

National Institute for Career Development - Doane College, Crete, Nebraska

Community Colleges

Bergen Community College - Paramus, New Jersey

Suburban Career Center Consortium - California Community Colleges

Universities

Career Information Resource Center - University of Arizona, Tucson, Arizona

Adult Life Resource Center - University of Kansas, Lawrence, Kansas

Oakland University Continuum Center for Adult Counseling and Leadership Training - Rochester, Michigan

Peer Counseling

Community College of Philadelphia - Philadelphia, Pennsylvania

Aspira - Compadre Helper Program, New York, New York

Noteworthy Programs (continued):

Older Adults

Pre-Retirement Options - Madison, Wisconsin

Valley City State College - Valley City, South Dakota

Western Washington University BRIDGE PROJECT - Bellingham, Washington

Credit for Life Experience

Project DOVE (Development, Opportunity, Vocation, Education) - Kent State University, Kent, Ohio

NYCTI (New York Community Training Institute)

Special Populations

Choices and Careers - Free to Choose, Madison, Wisconsin

Telephone

Connecticut Center for Continuing Education - Fairfield University, Fairfield, Connecticut

FIRST (For Information and Referral Services Toll-free) - University of Kansas, Lawrence, Kansas

Self Help

Experience Unlimited - Oakland, California

Consortium

Women's Resource Center - Grand Rapids, Michigan

Adult Education Information Center - Indianapolis, Indiana

Mid-Missouri Associated Colleges and Universities

Extension Programs

Cooperative Extension Service - Iowa State University, Ames, Iowa

Continuing Education and Extension Counseling Department - University of Minnesota, Minneapolis, Minnesota

Business and Industry Programs

Lawrence Livermore Laboratory - Livermore, California

Kimberly-Clark Corporation - Neenah, Wisconsin

3M Company - St. Paul, Minnesota

IBM - San Jose, California

Boeing - Seattle, Washington

General Electric Management Development Institute - Crotonville, New York

Noteworthy Programs (continued):

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C. L. Carter, Jr. & Associates, Inc. - Richardson, Texas

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Noteworthy Practices:

New Directions for Women - Baltimore, Maryland

Educational Exchange of Greater Boston - Boston, Massachusetts

Career and Vocational Advisory Service - Boston, Massachusetts

VGS (Vocational Guidance Service Division),Inc. - Women Work for Work Program - Houston, Texas

Women's Career Center, Inc. - Rochester, New York

Information and Counseling Service for Women - New Haven, Connecticut

Job Advisory Service - Pittsburgh, Pennsylvania

Aware Advisory Center, Inc. - YWCA, Santa Monica, California

Winners (Women's Inner-City Educational Resource Service, Inc.) - Roxbury, Massachusetts

Women's Career Center - YWCA, South Bend, Indiana

Brevard Community College - Cocoa, Florida

The Professional Roster - Princeton, New Jersey

Flexible Careers - Chicago, Illinois

New Ways to Work - Palo Alto, California

Episcopal Community Services - San Diego, California

Mid-Life Career Program - SUNY, Stonybrook, New York

Marylhurst Education Center - Marylhurst, Oregon

Harrisburg Adult Learning Center

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E - "Managing the Life Cycle" Conference agenda

F - EOC statistical report

G - RLS Demographic Profile

H - MWEP report findings

I - Providers Technical Assistance Conference

Title: The Adult Career Advocates Training Project

Project Director: Marilyn D. Jacobson, Ph.D.

Institution Name: Northwestern University

Abstract

The project began October 1, 1977. The first year's activities concentrated on identifying and describing centers which provide career and educational guidance to adults. The study involved compiling an inventory of centers nationally and examining their programmatic elements and administrative structures. During the second year a curriculum for advocates of adults was developed, and a technical assistance conference was held. Two terms were central to the project - intermediary and advocate. The labor market intermediary is a person who serves the market by providing employees and employers with information about each other. Education/career brokers and guidance counselors function similarly matching individuals and educational or training opportunities. Advocacy incorporates the tasks of both intermediary and broker and sometimes includes active sponsorship. A coalition of leaders of national organizations that sponsor, support or direct adult advocacy centers or agencies was convened. The study revealed that most centers were affiliated with such national organizations for financial assistance, technical advice, materials, publications and news of their counterparts across the country. The first year of the study resulted in a survey of 353 centers, 12 case studies, 32 noteworthy programs by categories and 27 noteworthy practices. The survey revealed: services cluster in colleges, universities, community colleges, libraries, women's centers, consortia and federal and state sponsored agencies. Funding is largely public, tax supported. Most centers have been operating 5 years or less, 3 is the mean. Career counseling followed by academic counseling are the primary services offered. Individual counseling is the chief method. Either no fees are charged or the cost tends to be less than $5.00. Females account for 71% of those served; users tend to be under 45, Caucasian, middle-income, un- or underemployed, unskilled or semi-skilled. Advocates tend to be well educated but not specifically counselor-trained. The major obstacles to growth were given as problems with funding, marketing (getting the word out to targeted populations) and evaluation. The technical assistance conference focused on these three obstacles and also the other barriers identified throughout the study: counselor selection, and training, coordination and linkage and meeting the counseling needs of special populations. A demonstration project within the project, the Women's Employment and Resource Directory (a mailable brochure) was compiled, printed and distributed throughout metropolitan Chicago. To help take the confusion out of matching service(s) to individual need the directory is organized by life cycle: Job Entry-High School, Career Advancement, Mid-Life Job Entry and Re-entry, Later Life Job Entry and Re-entry, Career Change and Post-Retirement. A conference, "Managing the Life Cycle", was held to (1) provide information currently available regarding adult characteristics at various lifestages; (2) examine implications of changing patterns of employment; (3) explore strategies, techniques, and skills that professionals might employ to assist clients; and (4) elicit from participants, via the Nominal Group Process, a sense of the problems confronting the professional in fields that purport to help individuals make career decisions, train, or educate themselves for new roles. Volume II presents the edited transcripts of the conference plus additional commissioned papers. A 37 page bibliography is included which encompasses the major relevant topic areas: Adult Development, Adult Education, Careers, Dual Career Family, Education and Work, Employment, Guidance, Manpower, Older Workers, Women.

CHAPTER I

ADULT CAREER ADVOCACY: DEFINITION AND SCOPE

Background

In 1977 the annual report of the National Advisory Council on Extension and Continuing Education contained the following recommendation:

> There should be available to all adults, as a right, access to counseling services to assist them in preparation for work. Information about, and referrals to, education and career opportunities and resources should be available, as well as technical assistance, to help people with career planning.

The philosophy expressed in this statement served as the impetus for a study commenced at Northwestern University in October, 1977, to determine what counseling services for out-of-school youth and adults are available nationally. The primary task of the Adult Advocates Project was to locate operational centers and to describe the services offered. As a result, over 350 centers were identified and queried regarding their policies and practices. The initial purpose of the study was to observe the practices of the centers in order to ascertain the degree to which individuals are helped through transition periods. We have sought to identify the practices most successful in providing support and information necessary for informed choice and which ultimately prepare the individual to undertake the process of obtaining and interpreting information, mobilizing resources, and choosing a course of action. The secondary task was to provide technical assistance to advocacy providers based on the assessment of their needs and the identification of persons whose expertise could be foused on the essential problems.

The Need for Adult Advocacy

The magnitude of labor market mobility has severe implications for those individuals who experience multiple transitions over the life span. Yet, the great majority of persons needing assistance are outside the formal structures which provide career information and guidance. Once a person has left the

traditional school framework, he is without access to guidance with respect to education (including training and retraining) and career decision-making.

Job selection for adults has traditionally been contracted for with placement or employment agencies. Counseling centers, even those that list job referral or placement among their services, are different from the single-purposed employment agency which helps the individual find another job doing approximately what he was doing before. Advisement that purports to offer career assistance ideally suggests new options for consideration, and ways to translate skills from one occupation to another. Employment placement is a single transaction that connects a person and a job. Career counseling is an introduction to a process in which the self is probed to determine attitudes and values and personal and economic realities are balanced against job demands and opportunities. The outcome of the counseling process is an individual capable of making intelligent decisions among clearly defined and understood options.

Career choice is obviously important to the individual in terms of lifestyle and opportunities for self-actualization. That career choice has ramifications for the economy as a whole is a concept becoming more understood and appreciated. Occupational choice influences economic growth, productivity and hopefully prevents manpower surpluses which add to unemployment or to manpower bottlenecks.

Awareness of the broader implications of individual occupational choice has contributed to the fact that career and educational guidance has become a top priority of HEW and the Department of Labor. A 1977 amendment to the Higher Education Act of 1965 calls for the establishment of Educational Information Centers to "provide educational information, guidance and referral services for all individuals, including individuals residing in rural areas." The Department of Labor has promoted and funded Educational Opportunity Centers for economically disadvantaged persons. Computer-based Occupational Information Systems have also

been supported by the Department of Labor in cooperation with those states willing to match funds.

Services Provided

Assistance in finding the answers to adult questions and in crystallizing a goal is the avowed purpose of most centers. Thus, stated broadly, the components of the centers (granted there are variations in emphasis and in accomplishment across the country) can be summarized as:

1. Presentation of accurate, up-to-date labor market information which includes the tasks, skills and credentials associated with jobs.
2. Interpretation of information which includes helping to develop criteria for evaluation and comparison. The individual needs to know what is available at what cost--emotionally and financially. The counselor offers tools for understanding the implications expressed in stated earnings, fringe benefits and opportunities for advancement.
3. Examination of attitudes, interests and values. The counselor assists in introspection. What is important to you as an individual? What are your goals? Ultimately there needs to be an assessment of the achieveability of goals given age, time, family obligations and level of commitment.
4. Information regarding education and training. The counselor's role here is to help the individual find training and education opportunities commensurate with goals that are reasonable in terms of time commitments and constraints and are compatible with financial resources.

Advocacy centers help individuals to dispel discouragement and feelings of powerlessness in the face of change. Counselors help to put constraints, barriers

and possibilities in perspective. Further, they help to unlock the maze of opportunities for education and work. If the individual is to work out for himself considerations of "net advantage"* he must have information about wages, hours and working conditions, opportunities for promotions, what wages will buy in particular locations, area growth or decline, and real costs and benefits of continuing education and training. Continuous, productive and satisfying employment over the lifetime increasingly requires guidance of this kind.

Sponsoring Agencies

Response to these guidance needs is coming in a variety of forms. In recent years many community colleges have initiated career counseling centers for adults. Colleges have inaugurated workshops and seminars to help adults identify skills, prepare for job interviews, write resumes, make career decisions, and track down jobs. Special workshops are sometimes offered for certain occupational categories, such as teaching, which are undergoing drastic reductions in demand.

A typical evolution of an adult career counseling center at a community college begins with awareness of the influx of women students on campus. A woman's program ensues which aids these returning students. Subsequently husbands and other males in transition show interest in the services. An adult career program is established. Ultimately, older adults who seek educational and/or retraining opportunities are included and either a Senior Center is created or a senior component is added to the Career Center. Some community colleges and universities have established elaborate outreach programs for potentially interested persons in distant areas.

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* Frank H. Cassell, Professor at Northwestern University Graduate School of Management has updated the theories of Adam Smith formulated in 1776. Smith believed that under ideal conditions where total information was available to all, people made employment decisions based on relevant information concerning, costs, profits, and opportunities. Cassell expands these preliminary considerations to account for the more complicated arena, two centuries later, in which employer and employee seek to maximize their advantages.

While many women's programs have been absorbed into Adult Resource Centers, many others, both within community colleges and outside them, have remained intact. YWCAs have either sponsored or provided space for women's centers, universities have sponsored or permitted women's programs to develop on campuses, and groups of women have formed organizations with the purpose of helping other women to cope with educational and career decision-making.

The shifting nature of the work world frequently prompts individuals to seek more education. As new technologies create and eliminate jobs, some fields become overcrowded while others are depleted. The necessity to be trained and credentialed in order to be fit for new work assignments becomes the stimulus for a return to the classroom.

However, an adult returning to school after a hiatus in his education knows little about the educational opportunities available. He or she is unaware of new degree options and their implications in the labor market, unaware of savings in time and cost of vocational training through opportunities to shorten training requirements with experiential assessment and skill testing, unaware of newer flexible training opportunities such as competency-based instructional programs, contract learning, weekend colleges, universities without walls, arrangements for off-campus and community-based instruction and media programs.

Filling the gap in educational awareness is a growing number of educational brokers--intermediaries that link inquiring adults with the resources that are appropriate to their needs and goals. The latest Directory published by National Center for Educational Brokering lists 302 sites in 44 states. Brokers are mostly independent agencies, degree granting institutions or consortia of institutions, with some that are computer-based, telephone information services or library sponsored.

Libraries are emerging as a significant link in the provision of counseling services not only as educational brokers but as career and employment centers as well. Libraries are comfortable and neutral settings, rich in informational resources. When further augmented by professionals trained to provide support and guidance, libraries are natural sites for educational and career counseling.

Among the other types of counseling centers discovered in the year long survey are self-help groups, community based organizations and computer programs. Self-help groups are held together by volunteers and are usually housed in Employment Service offices or in other governmental agencies. Community based groups are usually the result of a coalition of private enterprise, governmental agencies and/or educational institutions. Computer programs, because of the initial costs, have been sponsored by federal departments in conjunction with universities or state labor or educational departments. For the most part, computer services are contracted for by schools and agencies rather than made available to individuals directly.

Many of the Centers which have become operational in the last few years have affiliated with Network organizations such as Catalyst or the National Center for Educational Brokering.* Other Centers have come into being as a direct result of funding made available by federal or state departments of labor or education and dispersed by existing agencies or organizations or by creating a new agency or organization. Being part of a network or centralized system offers support and credibility, particularly to fledgling programs. Under the auspices of the core staff the Centers are furnished with technical assistance, news of their counterpart/s activities (through bulletins or newsletters), information or suggestions of resources and materials, tests, pamphlets, etc. The chart on the following pages describes the principal network organizations encountered in the Adult Advocate Study.

* Network as used in this report refers to multiple centers or agencies linked by means of an affiliation with a core or sponsoring organization. The headquarters for this linkage generally provides services and/or support to the various entities scattered across the country.

PRINCIPAL NETWORKS

NETWORKS	PURPOSE	AFFILIATES
AACJC American Association of Community and Junior Colleges Washington, D.C.	Serves as communication link for community colleges and undertakes research of importance to community colleges.	1200 community colleges
ASTD American Society for Training and Development Washington,D.C. and Madison, Wisconsin	As a career development association with input from counselors, management and industry, sponsors seminars, conferences and meetings. Will publish a guide for career development inquiry.	9 regional offices plus headquarters 15,000 membership
ASPIRA OF AMERICA, INC New York, N.Y.	Develops programs, raises funds, trains personnel and provides financial and administrative support to affiliates.	5
B'NAI B'RITH CAREER & COUNSELING SERVICES Washington, D.C.	Counsels and assists in placement of young people. Undertakes occupational information research. Supports creation of a national policy on employment of youth, women, minorities,handicapped.	20
CATALYST New York, N.Y.	Helps women to choose, launch or advance in careers. Provides national and local services.	165
DISPLACED HOMEMAKERS Washington, D.C.	Supports national network of displaced homemakers, also development of service providers, supportive organizations.	10 federal regions
EIC Education Information Centers Washington, D.C.	Assists states to develop comprehensive statewide strategies to insure that people in all areas of state have access to educational outreach, guidance, counseling, information services.	44 states
EOC Educational Opportunity Centers Washington, D.C.	Created in Educational Amendments of 1972, provides educational opportunities for students from disadvantaged backgrounds.	22 centers

NETWORKS (continued)	PURPOSE	AFFILIATES
FREE UNIVERSITY NETWORK Manhattan, Kansas	Provides ungraded, non-degree granting education classes for general public. As centralized referral agency also serves as broker for a range of learning options that result in a degree, diploma or certificate.	Newsletter has circulation of 200+
"I CAN" AMERICAN RED CROSS Washington, D.C.	Interagency program trains voluntary agency supervisors how to assist volunteers in career/educational planning.	Estimated 5,000,000 volunteers
LEARNING EXCHANGE Evanston, Illinois	As independent,not-for-profit corporation lists some 3000 subjects individuals are interested in teaching,learning, or discussing. Provides for sharing of educational and recreational interests.	25 in U.S. 5 overseas
LULAC League of United Latin American Citizens Washington, D.C.	Assures access for Hispanic Americans to post-secondary educational institutions and provides national scholarships. Motivates disadvantaged persons who have the potential to consider careers suited to their capacities.	10 offices
MWEP Minority Women Employment Program New York, N.Y.	Serves minority women with college degrees or equivalent who seek professional, technical or managerial positions in private industry.	8 cities
NCEB National Center for Educational Brokering Washington, D.C. and Syracuse, N.Y.	Sponsors advisement, assessment and advocacy for adults. Issues Bulletin, Directory to Consulting Network.	302 sites (30 new centers added in 1978)
NMI NATIONAL MANPOWER INSTITUTE Educational Work Councils Washington, D.C.	Fosters establishment of Work-Education Consortiums .	21

NETWORKS (Continued)	PURPOSE	AFFILIATES
NOICC/SOICC National Occupational Information Coordinating Committee/ State Occupational Information Coordinating Committee	Designs and implements an occupational information system. Coordinates the development of systems to create uniform definitions and standardized procedures.	50 states District of Columbia Guam Puerto Rico Virgin Islands Trust Territory
OIC Opportunities Industrialization Centers Philadelphia, Pennsylvania	Established in 1962 by Rev.Leon Sullivan, provides training and job development. Works with employers and labor unions.	90 Cities
OIS Occupational Information Systems (now CIS Career Information Services, Washington, D.C.	Grants from DOL to 8 states supports computerized programs for out-of-school youths .	8 states
U.S.DEPARTMENT OF LABOR EMPLOYMENT SERVICE Washington, D.C.	Provides job location and planning assistance, some career planning.	2500 offices 5000 employment counselors
URBAN LEAGUE, THE New York, N.Y.	Provides employment and training opportunities to minorities - job counseling, job development and job placement.	4 regional offices
WOMEN'S BUREAU U.S.DEPARTMENT OF LABOR Washington, D.C.	Seeks to improve the status of women in the workforce and in the nation's economy. Leader,advocate,advisor,central clearinghouse for economic and legal information about women.	10 regional offices

Studies, Projects and Programs

Recently completed studies and several in-progress investigations can be expected to contribute greatly to adult advocacy activities:

. Adult Career Education as an Intervention Strategy in Mid-Career Crisis was a project conducted for University Consultants, Cambridge, Massachusetts by Valerie I. Nelson, George J. Nolfi and James W.Bush, Jr. The resulting monograph was prepared for the National Institute of Education through the Career Education Project, Education Development Center. The project was a systematic analysis of what is known about mid-career crisis and about appropriate intervention strategies. Conclusions of the study include:

1. the definition of mid-career crisis as a crisis of re-employment;
2. awareness that literature about the affected population is inadequate;
3. mid-career crisis means short-term economic and psychological disruption;
4. assistance programs are piecemeal and uncoordinated;
5. adult career education must take into account the labor market and psychological factors.

. AACJC (American Association of Community and Junior Colleges) and AVA (American Vocational Association) joint study, Cooperation in Vocational Education, funded by USOE, began in August,1976, to identify and describe successful cooperative efforts between community college personnel and technical/vocational educators. Twenty-two sites were chosen for closer study which demonstrate the problems and some methods for solution in achieving cooperation.

. Prepared under a grant from the Exxon Foundation, the monograph, Toward Lifelong Learning in America: A Sourcebook for Planners, is a comprehensive examination of lifelong learning activities under way in the United States. Edited by Richard E. Peterson, the Sourcebook includes articles on the following topics:

- "Sources of Education and Learning in the USA", by Richard E. Peterson
- "Adult Learners: A data-based Description", by Patricia Cross

- "State Activities and Plans for Lifelong Learning", by Susan A.Powell
- "Federal Perspectives on Lifelong Learning", by Terry W. Hartle and Mark A. Kutner
- "Resources for Planners"

The Sourcebook, which now includes a section on lifelong learning from local perspectives, written by John R. Valley, has been published by Jossey-Bass under the title: Lifelong Learning in America: An Overview of Current Practices Available Resources and Future Prospects.

. Mid-Career Change Project at the University of California-Berkeley. Co-directors: J. Gilbert Paltridge and Mary C. Regan. The study is an extensive survey of mid-career people in seven places. Descriptive case studies include a variety of programs and locations: 3 different rural communities (an 11 county area in Northeastern California, centered at Chico; Omak, Washington; and St. Albans, Vermont), three large metropolitan urban areas (Syracuse, N.Y.; Providence, Rhode Island; and Nassau and Suffolk Counties, Long Island, N.Y.) and one medium-sized relatively affluent urban city (Rochester, Minnesota).

The researchers were interested in the total environment supportive of career change activities. Comprehensive questionnaires completed by 1,042 students were designed to discover the supportive services for career counseling, career planning and educational or training opportunities which had been available. Results of the study suggest that the new student clientele is vastly different than that traditionally served. Career change or improving occupational status accounts for the entrance of the majority of these students and the new clientele is highly motivated.

The study examines four models for delivering career change support services: a Community Council model; a consortium of education/training providers; and independent educational brokering agency model; and a network of all support services in the community such as welfare and employment agencies,

CETA, OEO, and industrial and labor councils. The report is completed and can be obtained from the directors at the University of California-Berkeley.

. Helen Leslie Harkness, A Study of the Developmental Problems of an Educational Counseling and Information Brokering Center for Adults. Unpublished dissertation. University of Texas, August, 1978.

Using the sites catalogued by NCEB as brokering agencies for a national survey, the author identifies three issues as being most significant; flexibility and responsiveness in service, maintaining clarity of purpose while attempting to meet diverse needs, and insuring continuing financial viability. Additional issues of concern: coordinating with non-campus resources such as libraries, business, labor unions, local governments, school districts and civic organizations; matching services to needs of adult population; and developing an effective outreach for clients.

• Forty Million Americans in Career Transitions is the report of a survey of the career information and education needs of a representative sample of in-transition adults in the United States. Conducted by Solomon Arbeiter, Carol B. Aslanian, Frances A. Schmerbeck and Henry M. Brickell for the Future Directions for a Learning Society project of The College Board, the study included interviews with 400 adults to determine career transition needs, their personal and demographic characteristics and their reasons for being in transition.

Findings show that 36% of the population between the ages of 16 and 65--more than 40 million Americans--is in a career transition status. Furthermore, adults in transition are predominantly white females between 20 and 39, diversified in terms of education, employed, and wishing to change or improve occupational status. They see education as a means to achieve goals and do not know about agencies that could help them. The study recommends that career services be made

available and known to interested persons and that more research be conducted to uncover reasons for transitions and thereby suggest direction of future supportive services. The publication Forty Million Americans in Career Transitions is available from The College Board, 888 Seventh Avenue, New York, N.Y. 10019.

. The Career Change Project of Technical Education Research Centers (TERC) in Cambridge, Massachusetts, was designed to identify career change programs in postsecondary educational institutions and manufacturing and service firms in the United States. Survey questionnaires were sent to 1500 postsecondary institutions and 800 large firms. One hundred ninety schools and 27 firms responded that they operated career change programs. Nine career counseling centers are the subjects for detailed case studies:

University of Michigan, Center for Continuing Education of Women; Ann Arbor, Michigan, 1964-present.

Greater Miami Center for the Continuing Education of Women; Miami Dade Community College; Miami, Florida; 1965-present.

Rockland County Guidance Center for Women; Nyack, New York; 1966-present

Center for the Continuing Education of Women, UCLA Extension; Los Angeles, California; 1966-present.

Chrysallis Center; Saginaw Valley State College; University Center, Michigan; 1973-present.

Mid-Career Counseling Program; State University of New York at Stony Brook, New York; 1974-present.

Opportunities for Women; University of Arizona; Tucson, Arizona; 1974-present.

Career Clinic; North Hennepin Community College; Minneapolis, Minnesota; 1975-present.

Community Career Planning Center for Women: Des Moines, Iowa; 1975-present.

The key issues identified are: need for institutional sponsorship for financial support, need for sponsorship from more than once source, need for cooperation of continuing education administrators and faculty in designing programs geared to current and anticipated needs, need for support from employers in communities,

need for consistent government financial support, need for sponsorship of career change programs for government personnel, need for greater awareness of career and life planning.

TERC's report recommends a total approach involving linkages between educational institutions, employees, and government agencies.

Other case studies include:

Connecticut General Life Insurance Company in Hartford, Connecticut.

Federal Aviation Administration, New England Region

Jamestown Community College in Jamestown, New York

Metropolitan State University in Minneapolis, Minnesota

National Association of Bank Women in Chicago, Illinois
(including the joint programs with Simmons College in Boston, Mundelein College in Illinois and Pitzer College in California)

Polaroid Corporation in Cambridge, Massachusetts

Tektronix, Inc. in Beaverton, Oregon
(joint programs with Portland Community College, University of Portland, Portland State University, and the Oregon Graduate Center)

Union Carbide Corporation, Chemicals and Plastics Division in New York City

U. S. Army Education Center at Fort Belvoir, Virginia
(continuing education with nine universities, Northern Virginia Community College, Washington Technical Institute, and Fairfax County Public Schools)

Washington State Career Change Program in Olympia, Washington
(state government contracts with Peninsula Community College, Capitol and Modern Business College, three private consulting firms, and the Lower Columbia Community Action Council)

The final report "Career Change - A Handbook of Exemplary Programs" is available from Technical Education Research Centers, 44 Brattle Street, Cambridge, Massachusetts, 02138.

• The monograph, Urban Adult Guidance Services for CETA Participants , prepared by the National Center for Research in Vocational Education at the Ohio State University should be available in January, 1980. The study seeks to identify effective strategies and techniques for the delivery of guidance services to CETA participants in urban settings. Issues examined during the course of study included guidance needs of CETA participants, the effect of local CETA organizational structures on the delivery of guidance services, criteria for hiring guidance personnel, inservice education and training for guidance staff, and the role of community linkages in the delivery of guidance services.

The monograph includes a compilation of information gathered during site visits to CETA prime sponsors in Boston, Chicago, and Los Angeles, a chapter devoted to the issues which merit attention in planning and implementing centralized guidance services, and papers written by key personnel in areas related to the delivery of guidance services to CETA participants.

For more information contact Project Directors Harry Drier or Dr. Karin Stork-Whitson at The National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210.

• A monograph, Adult Lifelong Learning Information Directories for New York State: A Feasibility Study , prepared by Norman D. Kurland, April 12, 1976 is an analysis of the dissemination of educational information via directories. The researchers recommend the support of regional postsecondary directories over a statewide directory as most cost effective. The discussion of the issue enlightens on many issues relevant to the subject of adult guidance services.

The Adult Career Education Counseling Project, called the SAGE Study (Skills for Adult Guidance Educators) was a special demonstration project funded by the U.S.Office of Education, Division of Occupational and Adult Education. The Northwest Regional Educational Laboratory in Portland,Oregon developed a competency-based individualized instructional training system for guidance personnel wanting to work in adult education settings.

The specific objectives of the project were to (a) identify the roles of counselors and staff members in adult education with counseling and guidance functions, (b) develop a set of necessary competencies for adult education counselors and staff members with counseling and guidance functions, (c) develop a process for the installation of competencies through pre-and in-service programs, and (d) test and evaluate the initial set of competencies.

Fourteen modules were edited and compiled into two major documents entitled Module Handbook and Supervisor's Handbook. The SAGE materials can be ordered from The Northwest Regional Educational Laboratory, 710 S.W.Second Ave., Portland, Oregon 97204.

The "I Can" program is a collaborative approach to providing career/educational assistance to volunteers. The program was developed in response to current trends:

- increasing recognition by agencies dependent on volunteer assistance that volunteering has relevance to the volunteer's life/career development.
- increasing pressure to equate competencies acquired through volunteer experience into academic credits.

The need to facilitate the transition from volunteering to paid careers was the stimulus to create the interagency training program funded by the American Red Cross and the Fund for the Improvement of Postsecondary Education. As part of the project voluntary agency supervisors (paid and volunteer) are trained to assist volunteers with career/educational planning. The training materials

have been developed by Diversified Concepts, Ltd., a Washington,D.C. based firm specializing in designing career-planning programs in business and government. The project which began in August,1978, is expected to benefit agencies by providing increased incentive for volunteers.

For further information concerning this program which is expected to touch thousands of volunteers, contact the American Red Cross, 18th and D St. N.W., Washington, D.C.

Studies in progress:

An NCEB research project on the brokering movement is sponsored by the Fund for the Improvement of Post Secondary Education (FIPSE) . The purposes of the study are:

- To describe the brokering functions as performed in a variety of settings and the outcomes of brokering projects as well as the related costs.
- To analyze the experiences of existing programs in terms of alternative ways the brokering functions are being performed and the respective benefits and costs of these approaches.
- To enable new and existing brokers and potential sponsors of brokering services (federal,state,private sector) to make informed decisions about alternative approaches, costs and outcomes as they plan for and implement brokering programs.

Directed by James Heffernan at Syracuse University, the study will result in a monograph some time in late 1979.

A second NCEB project funded under Title 1A of the Higher Education Act has distilled 29 competencies essential for career/education counselors: Informing Clients (4); Advocacy (16); Referring (3); Informing Public (2); and Advocating (4). The competencies selected will be subjected to multiple reviews when they are field tested during the fall,1979. A report of this

project, the National Center for Education Brokering Manual for Selection and Training of Counselors of Adults will be available in September, 1980.

The College Board, as part of its Exxon Foundation funded project entitled "Future Direction for a Learning Society" has undertaken the following projects:

- a study of life transitions as triggers to adult learning
- a study of organizers in factories to increase worker participation in tuition refund programs
- establishment of adult career information centers on college campuses
- the initiation of a National Institute on the Management of Lifelong Education at Harvard University
- establishment of a National Forum on Learning and the American Future
- providing training seminars on adult learning assessment for colleges and universities.

In December, 1979, a manual for establishing career information centers on college campuses, Adult Access to Education and New Careers - A Handbook for Action, will be available from the College Board at 888 Seventh Avenue, New York, N.Y. 10019. For information regarding the other studies, contact the College Board.

CHAPTER II

NATIONAL NETWORKS ENGAGED IN ADULT ADVOCACY

Introduction

Activities conducted under the aegis of sponsoring agencies or networks tend to have certain identifying characteristics which are connected to location of services, sector, population served, or delivery mode. For example, the business sector supports the efforts of the National Alliance of Business and American Management Associations to assist young and mid-life adults with career planning. The National Center for Educational Brokering acts as the educational sector's linking agent between an adult and an appropriate learning resource. While all the networking agencies are involved in forging linkages, the National Manpower Institute promotes the establishment of coalitions between education, business, and government on the local level as its overriding purpose. Organizations such as LULAC, Minority Women Employment Program, and B'nai B'rith provide or foster services to particular segments of the population and also represent and protect the interests of their constituents nationally. Computer delivery services, because of the cost and complexity of initiating and operation, require centralized support and funding. Utilization of libraries as sites for career and educational guidance is actually based more on a revised concept of library performance than on mere recognition of convenience of location; yet, the choice of libraries as counseling centers does reflect a need for impartial, readily available facilities.

Some of the networks have existed for ten years or more; Catalyst, the Skills Centers, and the first OIC (Opportunities Industrialization Centers) came into being in the 60s. Most others are products of the 70s. The EIC network, (Education Information Centers) for instance, is so new that most of the endeavors on the state level are in the planning stage. Viewed together, the networks undergird a broad range of advocacy efforts inclusive of services for

men and women of all ages, nationalities and occupations.

American Association of Community and Junior Colleges :

A network of 1200 community colleges - with many programs and projects including the following:

"Policies for Lifelong Education", a Kellogg Foundation funded project directed by Jamison Gilder. This project is basically concern with influencing federal policy in order to reduce barriers to lifelong learning opportunities.

"Service Center for College-Labor Union Cooperation", a 3 year program begun in August,1975, to promote community college-labor union cooperation in six areas: apprenticeship training, journeyman retraining, pre-retirement education, labor studies, credit for work experience, utilization of tuition benefits in union contracts. Financial support from the Department of Labor.

"Community Education-Work Councils", a 2 year program to demonstrate how community education work councils may be established with community colleges as initiators and facilitators - 6 communities to participate in demonstration. Will work closely with similar programs at the National Manpower Institute and at the National Alliance for Business. Funding by the Department of Labor.

"Counseling and Testing Inventory for Women in Two-Year Colleges". A project which will develop and distribute two publications - a counselor's handbook commenting on career/interest/aptitude testing state-of-the-art, and a six-point guide for non-sexist career counseling. Financial support from the U.S.Office of Education.

American Society for Training and Development (ASTD)

A leader in professional services for training and development specialists for more than three decades, ASTD is a nonprofit educational organization, led by a volunterr Board of Directors which acts as the policy-making body responsible for overall management of the Society. Elected officers are supported by a professional staff headquartered in Madison, Wisconsin, with an additional office in Washington, D.C. Group membership makes ASTD affiliation possible for persons in business, industry, government, education instititions and the professions whose organizations are unable to purchase individual memberships for employees. ASTD has six special Divisions; the Organization Development Division, Sales Training Division, Technical Skills Training Division International Division, Career Development and the Media Division.

The Society serves as a communications link for its members through publications, meetings, and diverse clearinghouse activities for "cutting'edge" ideas and issues. There is a network of more than 100 chapters, providing opportunities for dialogue and idea-exchange with colleagues at the local level. Members have access to the Society's Position Referral Service, a clearinghouse of employment opportunities. Each month every ASTD member receives a copy of the Society's Training and Development Journal, which they describe as "the leading publication serving the human resource development field today." In addition each member receives a copy (20 issues per year) of the Society's newsletter "ASTD National Report." There is a National Conference and Exposition each year where thousands of the nation's professionals gather to hear top-name speakers, attend working sessions, and view training materials . The Washington office monitors the legislative, regulatory, and judicial impact of the federal government on Human Resource Development and takes proactive measures on behalf of the membership.

B'nai B'rith
Washington, D.C.

B'nai B'rith Career and Counseling Services was established in 1938 to assist Jewish youth in planning realistic careers. Now the twenty BBCCS offices throughout the United States serve adults and youth individually and in group counseling sessions.

High school and college students are helped to clarify their future plans through a program of Educational and Vocational Counseling. Information regarding specific colleges and fields of study is available. Testing is also offered to help the individual evaluate his abilities and interests in respect to career or college demands. A complete program of individual and group counseling is $90. All counselors are approved by IAGC, International Association of Guidance Counselors.

A second Career Guidance Program helps the individual match capabilities with career opportunities.

Educational planning programs assist youth and parents in grades 6-8 with particular attention paid to children with learning difficulties. Pre-retirement counseling is available to help individuals make the transition to retirement or to other employment and/or volunteer activities.

Workshops and seminars are also provided on such topics as "Second Careers" "Careers Ahead!" and "The College Thing." A career library is maintained and career booklets, college guides and other relevant publications are produced and disseminated. The Catalog of Publications lists materials in the following categories:

- Aids for Counselors and Parents
- Occupational Brief Series
- Handicapped and Rehabilitation
- Guidance Aids
- Educational Directories and Research

The organization initiates research on occupations and careers as well as conducting an extensive educational and careers publication program. More than 80 publications

have been produced.

Computers - Multiple agencies have developed based on this delivery mode.

Within the last 15 years computer-based guidance information systems have been developed which enable usage by vast numbers of youths and adults. While most counselors and computer guidance specialists agree that computer programs cannot replace human interaction, evaluations of computer systems indicate high user acceptance and increased vocational maturity. Because of the volume possible, the lowered counseling cost per person becomes a significant factor.

Computer systems have the capacity for storage and retrieval far beyond the capability of one counselor or a full staff of counselors. In addition, the computer can correlate external information (i.e., occupations, educational and training opportunities) with individual data (location requirements, aptitude indicators and financial limitations). Some computer systems are interactive to the extent that direct inquiry is possible. By utilizing terminal devices such as a typewriter or cathode ray tube, the individual can carry on a dialogue with the computer which expands the data dissemination component to include assistance in the decision-making process.

Direct inquiry systems personalize the computer experience and permit the user multiple opportunities to formulate options and test alternatives.

To what extent computers will actually be employed in the future for career guidance purposes is uncertain. Major obstacles to the proliferation of computer systems include:

1. problems in obtaining and maintaining up-to-date labor market information for computer programming;
2. the necessity to provide locally relevant data while also providing state, regional and national information;

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* Joann Harris, "The Computer: Guidance Tool of the Future", Journal of Counseling Psychology, 1974, Vol.21, No.4, 331-339.

3. the need for programs in one area to articulate with programs in another (ultimately, the capacity must be developed for computers to "speak to each other" across state borders);
4. prodigious initiation costs which require state and federal government participation thereby subject program to shifts in government priorities;
5. counselor reaction against "mechanical" intervention devices;
6. the need to preserve humanized enfironment.

Several of these obstacles have been addressed by the networks responsible for establishing computer operations. The Educational Opportunity Centers sponsored by HEW and the Occupations (Career) Information Systems sponsored by DOL are attempting to overcome the problems. One noteworthy effort is the formation of a National Occupational Information Coordinating Committee (NOICC) to coordinate the development of systems in order to create uniform definitions, standardized procedures and standardized occupational classifications which will apply to both vocational education and manpower services. A national coordinating agency and a state agency (SOICC) called into being by the formation of NOICC is expected to increase the effectiveness of and articulation between programs that deliver occupational information.

Career Information Systems (formerly Occupational Information Systems)

The Department of Labor awarded grants to eight states to provide for the development of occupational information services to students and out-of-school youth. The Oregon Career Information System served as the model for the developing programs. The program's objectives were stated as follows:*

1. To help students and others learn about and understand the range of career opportunities presently available and likely to be available in the future.

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* Occupational Information Systems Grants Program: State Project Summaries. U.S.Department of Labor, National Occupational Information Service,May,1977

2. To help entrants into the labor force become aware of occupations which they would find acceptable and personally satisfying.

3. To encourage persons in the process of career exploration and decision making to seek out vocational information on their own.

4. To increase awareness of major sources of occupational information for acquiring knowledge of occupations and training.

5. To provide support for related programs, including career education and employment counseling, and manpower and educational planning.

Grantee states are: Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington and Wisconsin. Information content of each system includes: occupational files, educational files, training program files, financial aid and assistance files, and bibliographic files.

Legislative mandates require the establishment of a consortium or policy-making board made up of representatives of key institutions representing both the users and producers of occupational and related career information, i.e., secondary and higher education, manpower and social service agencies, management and labor.

Once fully operational (after 3-4 years), support for the systems is expected to come from the states.

Site visits were made to Colorado and Wisconsin.

The Colorado Career Information System (COCIS) is a consortium with a board of 17 members, 8 of whom are permanent and the remainder are rotated. Two delivery systems are operational; one is computerized, the second is needle-sort. The COCIS adapts the Oregon Information System to the occupational needs of Colorado. Local, state and federal information is incorporated into the system with specialized files for Colorado employers and Women's Career Resources.

COCIS was founded on two successful career information systems: The Computerized Vocational Information System (CVIS) and the Oregon Career Information System (CIS). First, with funds received from the State Department of Education,

CVIS was implemented in the Boulder Valley School District and served that district and eight other schools in the suburban Denver area. Then came the adaptation and implementation of the Oregon CIS by the University of Colorado. The modified system, CUCIS (Colorado University Career Information System) was the beneficiary of funds and grants from the University, the Boettcher Foundation, and the Colorado Commission on the Status of Women.

COCIS took the best features of these two and carefully integrated them with additional research data to reflect educational and employment opportunities as they exist within the State of Colorado. The end product of these efforts constitutes a comprehensive library of career information. Individuals of all ages are able to match their work preferences, aptitudes, skills, interests, and physical limitations with a selection of careers, explore those occupations they find relevant, and learn valuable facts about the world of work conveniently and swiftly.

COCIS has been and will continue to be incorporated into secondary and postsecondary educational settings as well as agencies and institutions serving adult and special-needs populations.

While the principal use of the system has been in the secondary schools, it also serves agencies and institutions serving adult and special-needs populations such as libraries, CETA, correctional institutions, and Women's Career Resource Centers.

Mountain Bell (serving 7 states and El Paso Panhandle) is interested in exploring ways the system could be used for employees where occupations have become obsolete, where retraining is needed or where a new career track is needed.

The system presently includes extensive labor market and occupational information about more that 250 carefully selected occupational fields defined to represent about 90% of Colorado's labor market.

The Wisconsin Occupational System (WOIS) was established as a Special Task Force of the Wisconsin Manpower Council, but has its own constitution and Board of Directors. WOIS is headquartered at the University of Wisconsin.

The principle tasks of the WOIS project have been to develop the program, disseminate information and train operators and school counselors to use the system. There is no direct counseling to users. The system utilizes eleven computers programmed at the 8th grade reading level. Ultimately, the system is expected to serve two-thirds of the State's secondary school population, all vocational rehabilitation clients, and significant numbers of post-secondary vocational students and 4-year college students, manpower traineees, welfare clients, and inmates of correctional institutions.

WOIS Users and User Sites

Type of agency	No.of sites with System installed	No.of persons having access
Public and private high schools	105	91,500
Vocational, Technical and Adult Education campuses	48	46,800
Wisconsin Job Service Offices	43	10,000
Wisconsin WIN (Work Incentive Offices)	38	2,250
Vocational Rehabilitation Offices and Correctional Institutions	4	7,325
University and college campuses (2 and 4 years)	6	3,500
Community Action Program Agencies CETA funded	4	800
TOTAL persons served by the program		162,175
Number of offices or agency sites with the program	248	

Educational Opportunity Centers (EOC)

In an effort to provide educational information and encouragement for students from disadvantaged backgrounds, the Educational Amendments of 1972 mandated the establishment of Centers which would collect and disseminate information, provide counseling on career opportunities, assist admission to higher education and encourage pursuit of higher education.

On July 1, 1974, 12 centers were funded throughout the country. Responsibility for administration resides in the Special Programs Branch of the Division of Student Support and Special Programs, Bureau of Postsecondary Education.

The focus of the program was to assist residents in areas with major concentrations of low-income families. At least one Center was funded in each of the ten HEW regions. Attention was paid also to distributing services in urban, rural and Indian areas.

Different varieties or organizational structures were selected with emphasis on the organization's computer capability. Within the funding parameters grantees could instigate a computer program or contract for the use of computer services. The following twelve grantees were selected:

Region	Name	Type	Amount
I	Executive Office of Educational Affairs, Commonwealth of Massachusetts, Boston, Massachusetts	Urban	$325,000
II	Hudson Higher Education Consortium Jersy City, New Jersey	Urban	$250,000
III	City University of New York Research Foundation New York, New York	Urban	$300,000
IV	The Mission of Community Concern, Inc., Washington, D. C.	Urban	$300,000
V	North Alabama Consortium for Educational Opportunity Huntsville, Alabama	Urban/ Rural	$250,000

VI	Dayton-Miami Valley Consortium Dayton, Ohio	Urban/ Rural	$154,000
VII	New Mexico Technical-Vocational Institute Espanola, New Mexico	Rural/ Indian	$150,000
VIII	Dallas County Community College District Dallas, Texas	Urban	$250,000
IX	Higher Education Coordinating Council of Metropolitan St. Louis St. Louis, Missouri	Urban	$325,000
X	Community College of Denver Denver, Colorado	Urban Suburban	$250,000
XI	UCLA Extension Los Angeles, California	Urban	$282,000
XII	Metropolitan Development Council Tacoma, Washington	Urban/ Rural	$164,000
			$3,000,000

NOTE:
5 to public agencies
4 were consortia of colleges and universities
2 to private agencies
3 to 4-year public universities
1 to 2-year public college
1 to vocational-technical school

The premise of the EOC was that the computer is a tool to supplement counselor person-to-person guidance. It is not to supplant the human interaction. Also, the Centers were to establish linkages with social service agencies within radius. Another aspect of the EOC program was the outreach efforts to be considered an integral part of operation. In urban areas, outreach means being accessible in neighborhoods where concentrations of the designated population abided; in rural areas it means dispersal to remote places. Such satellite efforts are sometimes facilitated by means of mobile vans and meeting space in libraries, court houses, grocery stores, school houses, churches.

After one year of existence, reports indicated that 32,239 participants had been assisted. Forty-five percent of the participants were Black, 20% White,

17% Spanish, 2% Native American. Women represented 56% of the total; men, 44%. Thirteen percent of the participants were under 18; 47% were 18-24; 40% were over 25.

The statewide network of storefront counseling centers in Massachusetts which comprise one EOC program were visited as part of the Adult Career Advocates Project. The Worcester Consortium for Higher Education, Inc., in Massachusetts claims to be assisting 15,000 low and moderate-income people a year. In addition to educational counseling, the outreach network provides such services as career planning workshops, financial aid nights for parents and high school seniors, and College Day for minority students.

The purpose of the program is to increase access and retention among low-income citizens in postsecondary institutions. The thrust of the program is educational counseling for disadvantaged young adults (75% of clients are under the age of thirty; 50% are long-term unemployed). Two-thirds of clients are female; 60% are Caucasian; 70% are unskilled or semi-skilled; 40% earn under $5,000 yearly.

The primary service is individual counseling aimed at providing information on specific educational programs and information and assistance in securing financial aid when necessary.

EOC-Massachusetts served clients in 1977 with a staff of 22 (15 counselors). Additional staff included about 20 CETA hirees and interns. All staff had completed some higher education.

Services include information on financial aid and scholarship; information on educational programs; information on occupations and careers; career counseling; job listings; aptitude testing; interest testing; job interview skills; resume and application writing; and job placement.

Sixty-five percent of clients learn about the centers through client referral; including friends and relatives who have used the services.

E.O.C.-Massachusetts conducts extensive follow-up on clients including calling, writing, and surveying clients.

Each storefront center offers services geared to the population it serves. In Boston, for example, G.E.D. and C.L.E.P. preparation are offered as well as the services previously described. In Lynn, information on apprenticeship programs is an important additional service. Each center maintains cooperative relations on a local level. In Chicopee and Lynn, for example, programs are jointly offered with professional associations. Referrals are important to all centers in attracting and serving clients. Specific accomplishments of each center include:

Boston - hosts "College Day for Minority Students"
- prepares "Catalog of Occupational Training Within the Boston Area"
- provides services in Spanish as well as English

Lynn - holds workshops on financial aid for all public high schools in Lynn
- prepares "Guide to Financial Aid" for college students
- provides services in Spanish and English

New Bedford - developed scholarship fund from local business resources for minority students
- provides services in Portugese, as well as Spanish and English

Springfield - assisted clients in obtaining considerable financial aid
- provides services in English and Spanish

Worcester - provides Career Planning Workshops to Head Start mothers in high schools
- provides services in English and Spanish

The major obstacle to the increased development of E.O.C. in Massachusetts is the shortage of financial resources. In Chicopee, for example, the Department of Welfare in the past provided funds for welfare recipients, but this source of funding was eliminated by the State, resulting in staff cutbacks.

(See Ethel Yari, Educational Opportunity Centers; A report on the First Year's Operation, Fiscal Year 1975, Bureau of Postsecondary Education, U.S.O.E. Dec.1975.)

Education Information Centers

Education Information Centers are authorized in the 1976 Amendments to the Higher Education Act of 1965. Legislation calls for grants to be made to states to plan, establish and operate EICs which will "provide educational information, guidance, counseling, and referral services for all individuals, including individuals residing in rural areas".

The program purpose is to assist states through a 2/3-1/3 matching program to plan, establish, and operate EICs. Two million dollars was appropriated in FY'78.

The basic emphasis is for states to develop their own comprehensive statewide strategies to insure that people in all areas of the state have access to educational outreach, guidance, counseling and information services. The intention is to use existing resources rather than establish new centers.

The statewide networks are urged to assure access to accurate information, to coordinate existing services and to monitor and evaluate information dissemination. It is expected that information be factual, comprehensive and impartial.

Three models for EIC state networks have been proposed: a single purpose agency, part of an existing agency, or a consortium of unaffiliated existing agencies. Most plans include a toll-free telephone advisement component.

A conference in Denver, Colorado sponsored by the College Board, the Education Commission of the States, and the Institute for Educational Leadership was organized in February, 1978, to consider some of the issues involved in the development of EICs. As part of the Future Directions for a Learning Society (FDLS) project, the College Board is developing materials in support of state programs. One such effort, "Planning for a Statewide Educational Information Center Network" was written by William P. Van Dusen, Ronald H. Miller, and Donna M. Pokorny and published by The College Board in late 1978.

To date 44 states have each been awarded $45,454 to plan and implement state EIC networks.

Free Universities and Learning Networks

A free university is an ungraded, non-degree-granting, unaccredited organization offering education classes to the general public. Similar, but somewhat different are learning networks which facilitate linkages between community residents who share educational and recreational interests. Contact is made through a centralized listing and referral service to teach or to learn a particular subject. Typically, the participants meet in homes of participants , libraries, community centers, parks, churches and business offices. Teachers act as independent agents negotiating with students for fees. The Learning Exchange in Evanston, Illinois, is an independent, not-for-profit corporation which now has 30,000 people in its file and lists more than 3000 subjects that individuals have expressed interest in teaching, learning, or discussing. Over fifty learning networks have been established, based on the Evanston model of a learning network - 5 in Europe and 3 in New Zealand.*

A free university sometimes includes centralized testing and serves as a referral agency, counselor and broker for a whole range of learning options, and even long-term, accredited learning programs that result in a degree,diploma, or certificate. The Free University Network (FUN) was created in October,1974, at a conference in Boulder,Colorado. It is headquartered at the University for MAN in Manhattan, Kansas - publishes the National Free University News, a monthly publication that goes to approximately 200 members. FUN has become the umbrella organization for free universities and learning networks. A directory, annual national conference, regional conferences and workshops, and technical assistance to those interested in starting an exchange are provided.

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* See Robert Lewis, "Linking Lifelong Learners with Educational Resources". A Final Report for the Lifelong Learning Project, Office of the Assistant Secretary for Education, Department of HEW, 1977.

Libraries

In 1970 the College Entrance Examination Board sponsored an Adult Independent Learner Project in 4 public libraries; San Diego, Miami, St. Louis and Dallas. The purpose was to train librarians to be advisors and tutors for adults perparing for CLEP exams. Initially, the program was conceived as a way to disseminate information about CLEP examinations and about open learning programs such as weekend colleges and external degree programs. In time, with the enlargement of the program to include 9 library systems and the creation of a consortium for Public Library Innovation, individualized guidance was added. Librarian advisor-tutors helped adults on a walk-in or appointment basis to define their learning goals and to decide on a logical sequence of learning activities to meet their goals. The learning plan was expected to be the basis for independent learning projects.

The library was considered the natural focal point for such learning since libraries are generally located in center city or have branches; they are comfortable, have essential data on hand, and are impartial purveyors of information about post-secondary institutions. The adult independent learning project resulted in information being gathered and made more accessible. Subsequently, data banks were developed based on a general assessment of learner needs. Community resource files were also generated to supplement the knowledge of the librarian.

The development of new library responsibilities was generally received with favor. Many librarians were pleased to move from the traditional/conservative stance of information resource to the more personal, interactive posture of adviser. Some enjoyed the active participation in diagnosing needs, creating study plans, and mobilizing resources.

However, not all librarians believed that the innovations were improvements. Some decried the extra work and new accountability requirements. Others preferred

the more impersonal communication typical of librarians. The new roles were believed by some to threaten their security and autonomy and to upset their comfortable bureaucracies. For the most part, though, the belief that the new services heralded a coming-of-age for libraries prevailed.

The Free Public Library of Woodbridge, New Jersey, one of the library systems involved in the National Adult Independent Learner Project, began its pilot test in November, 1974. The multi-phased program undertaken included librarian training for new roles, development of forms and procedures, and collection of resources.

The final report of the project, written by an outside evaluator[1] showed that: more females than males used the program; the predominant age group was 35-44, followed by 25-34, and then 18-24; learners were generally high school graduates with some college; most were unemployed and designed goals to attain education credentials for job acquisition or advancement.

The Woodbridge findings were congruent, for the most part with the collated findings of the other libraries, recorded in the final report of the national project.[2] Evaluations of the programs nationally resulted in 91% of the users assessing themselves "satisfied" with the program and 98% declaring that they would recommend services to friends.

Dallas, one of the original libraries in the 1970-1972 C.E.E.B. project, has elaborated the original test preparation aspect to include a library tie-in with a telecourse which includes cassettes and material development and dispersal. Similar to other library programs, the Dallas system offers computer services on a time-sharing basis.

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1. Jacquelyn Thresher, "Final Report of the Adult Independent Learner Project", The Free Library of Woodbridge, August, 1977.

2. Anne S. Mavor, Jose Orlando Toro, Ernest R. DeProspo, "Final Report: Part II - The role of the Public Libraries in Adult Independent Learning", College Entrance Examination Board, N. Y., September, 1976.

Other library systems have expanded services to include educational and career counseling, referral, telephone advisement, and workshop presentations on such subjects as career/life decision-making, resume writing. See Case Studies of HELAS(Higher Education Library Service) in New York state and the Lifelong Learning Center in Philadelphia for more detailed discussions of library-based programs. These two programs were chosen for the breadth of services offered, the quality of their efforts, and also because they represent two approaches to the utilization of library sites. The HELAS plan involves training librarians to serve as learner and career advisers. The Philadelphia Center was fostered by the State Department of Education and is directed by a non-librarian (hired by the library, but accountable to the Office of Lifelong Learning in Harrisburg, as well as the library system). The Lifelong Learning Center benefits from the easy access and resources of the library without seriously redefining library or librarian functions.

A characteristic of library programs is the attention paid to record-keeping and follow-up. Evaluation studies, frequently contracted for with outside agents, contribute substantially to knowledge, not only about library programs but advocacy efforts generally.

See also:

Cyril O. Houle, "The Public Library's Role in Non-Traditional Study", Commissioned Papers Project, Teachers College, No.6, Columbia University, New York, N. Y., 1974.

George W. Eyster, "The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models", U. S. Department of Health, Education and Welfare, February, 1975.

Jacqueline Thresher, "Adult Learning in Libraries", to be published early in 1980.

LULAC (League of United Latin American Citizens)
LULAC National Education Service Centers, Inc.
Washington D.C.

LNESC is a national postsecondary counseling project for Hispanic youth and adults (14-27 years old). The League, founded in 1929, is now the oldest and largest Hispanic organization in the U.S. LULAC serves as a catalyst bringing together and advancing the condition of Mexican-American, Puerto Rican, Cuban and Central and South American elements of the Spanish surnamed community.

LNESC services have primarily involved counseling students and arranging for financial aid. In addition LULAC councils on the local level have contributed scholarship monies for students counseled by LULAC Centers.

Assuring access for Hispanic Americans to postsecondary educational institutions is fundamental to LULAC's existence. The emphasis is on motivating disadvantaged people who have the potential for higher education to consider careers suited to their capacities.

LNESC provides services to achieve three major goals:

1. Increase enrollment of Hispanic Americans in colleges and universities.
2. Encourage, counsel and assist postsecondary candidates.
3. Increase public awareness of educational obstacles for Hispanic Americans.

Headquartered in Washington, D.C., the LNESC network includes offices in Phoenix, Pomona, San Francisco, Colorado Springs, Chicago, Topeka, Cambridge, Albuquerque, Philadelphia, Corpus Christi, Houston, and Seattle. LNESC staff provides technical assistance, monitors and evaluates field sites, gathers educational data for field use, encourages legislation favorable to clients, increases public awareness, and administers the LULAC national scholarship.

National Alliance of Business
Washington, D. C.

In the 1960s, Lyndon Johnson called business leaders together to respond to urban riots by helping people get jobs. This started the NAB initiative to help solve societal problems by creating jobs in the private sector.

A program of executives on loan from their respective companies was started in order to encourage employer interest in creating jobs for the unemployed.

The eight-year-old Career Guidance Institute approach is that the NAB functions as a catalytic agent for programs on the local level. By providing seed money, NAB promotes coalitions of local colleges, universities, school systems, chambers of commerce, and businesses. Generally stated, the goal of such coalitions is to help educators become more familiar with the career opportunities available to graduates in the local labor market and employer requirements for entry into these career areas.

Specifically, the CGIs are intended to:

1. Generate support from business, education, labor and community leaders for improving career guidance delivery systems at the state and local levels.

2. Increase educator awareness of private sector career opportunities available to high school and college graduates.

3. Upgrade existing career guidance programs so that teachers, counselors, and administrators will have the knowledge, skills, and attitudes needed to assist economically disadvantaged students set realistic career goals.

4. Assist educators and employers to become more aware of the need to match school system educational requirements with employer job requirements.

5. Correlate school system preparation requirements and curriculum with student career interests.

6. Expand the role of the classroom teacher in providing career guidance to students.

7. Establish regular working relationships between local, top level businessmen, community leaders and educators through CGI subcommittee on the NAB Business Advisory Board, which should include local educational leaders.

8. Develop new program models that can be replicated in other localities where business and education leaders are working together to improve career education programs.

9. Develop tools to aid the teacher in bringing career and labor market information to the student.

The National Center for Career Life Planning - a division of American Management Associations, New York, New York.

Through a series of conferences, seminars and workshops, the A.M.A. is providing industry and business executives with information and strategies to increase productivity in middle adulthood and increase career options and life satisfaction in later years.

Career/life planning for executives is one component of the Center's activities under the direction of Patrick J. Montana. Another focus is pre-retirement planning from the executive perspective and also from the company perspective. Programs to guide workers facing financial and psychological changes as they approach retirement are increasingly needed. The National Center offers customized in-house mid-career life planning, pre-retirement and post retirement planning, as well as public meetings focusing on these topics.

National Center for Educational Brokering
Washington, D. C. and Syracuse, N.Y.

The National Center for Educational Brokering was established in January, 1976, to promote the concept and practices of educational brokering. The Center describes the essential aspects of brokering as "information, assessment, advisement, referral and advocacy".

Educational brokering activities are a response to the need for information concerning career opportunities, educational requirements for careers, educa-

tional and training options and financial assistance. As new educational modes (such as external degree programs, weekend colleges and credit for life experience) proliferate, adults are bewildered by options not previously available. The educational broker serves as an intermediary linking adults with appropriate resources.

NCEB centralizes activities regarding education brokering, acts as a publications clearinghouse, and serves as a liaison between and among brokers. A bulletin, published out of the Syracuse office, provides information of value to brokers and to a wide audience of educators, school administrators, and state and federal program officers. The 1978 Directory of Educational and Career Information Services for Adults listed 215 brokering programs in 41 states. The 1979 directory lists 302 programs in 49 states. This growth in one year is indicative of the concerted response to the returning adult student.

For more detailed information see James M. Heffernan, Francis U. Macy, Donn F. Vickers, Educational Brokering: A New Service for Adult Learners, NCEB, Syracuse, N.Y., 1976.

The Regional Learning Service of Central New York was the impetus for the development of a national brokering center. Fran Macy and Donn Vickers, two of the principals in NCEB (James Heffernan is the third), were involved in establishing the Service which is based on the concept of educational brokering.

A Ford Foundation grant in 1971 supported the establishment of a consortium of colleges and universities in New York State to focus on external degree options.

Recognition of the need for counseling and testing services in conjunction with the program options led to the establishment of the Regional Learning Service, a non-profit, community-based educational and career counseling agency for adults.

The decentralized educational counseling approach developed has culminated in a system called the Learning Consultant Network. Residents are recruited from five counties and trained as learning consultants. Trainees receive a 4-month pre-service orientation that includes informational, interpersonal and organizational skills for counseling adults.

Learning consultants are then hired on a part-time basis to help adults in their home communities to make decisions and take action regarding educational programs. Their services range from information dissemination, workshops and three month, one-to-one consulting contracts.

Donn Vickers considers the advantages of the learning consultant as the ability to select people with good interpersonal skills, from varied educational and occupational backgrounds. Also, he cites the desirable mix of sex, age and race possible. Sympathetic consultants with flexibility of part-time work schedules and the convenience of proximity serve ideally as adult advocates.[1] To date over 9000 people have utilized the program in a five county area surrounding Syracuse Twenty-four part-time Learning Consultants assist clients in developing an individual package of courses and training opportunities to meet their needs.

An evaluation study of the 1974-77 period reveals the following[2]:

8,500 individuals used consultant services in first three years
6,000 received information
1,400 attended workshops
1,034 developed consulting contracts

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[1] Donn F. Vickers, "The Learning Consultant: A Response to the External Degree Learner", Journal of Higher Education, June, 1973.

[2] Jean B. Kordalewski and Judith Alamprese-Johnson, Impacts of Services 1974-1977, Syracuse Research Corporation, Syracuse, N. Y., 1977.

54.8% were between 26-45
66.3% were women
84.4% were white; 14.6% Black
41.8% earned less than $8,000
35.2% earned between $8,000 and $15,000
41.3% had not finished high school
19.4% had finished high school
18.7% had bachelor's degree

Analysis of a telephone survey indicated that 42.6% of clients contacted RLS for educational counseling and 37.5% for career counseling--the two most significant reasons cited. For an in-depth study of RLS see the Mid-Career Change Study conducted at the University of California by J. Gilbert Paltridge and Mary C. Regan.

See Appendix G for Demographic Profile 1974-1977.

National Manpower Institute (NMI)

The National Manpower Institute was established in 1975 as a consortium project involving the Departments of Labor, Commerce, and Health, Education and Welfare.

The concepts on which the consortium was based are expressed in Willard Wirtz's book The Boundless Resource: A Prospectus for an Education/Work Policy (1975). Basically, Wirtz advocates a collaborative process in which representatives from schools, government agencies, business and industries develop an on-going, mutually beneficial agenda locally.

NMI has served as a private intermediary, catalyst, and monitor for 21 consortia around the United States. The consortia or local industry-education councils as they are called, take responsibility for planning programs that facilitate transitions from education to work and vice versa. The local councils provide counseling, training and educational brokerage services to youths and unaffiliated adults. Funding for council start-ups comes from the Department of Labor. NMI provides technical assistance and a newsletter for the councils and other interested persons.

The 21 Work-Education Consortia are located in the following places: Bethel, Maine; Buffalo, New York; State of California; Charleston, South Carolina; Chicago Heights, Illinois; Erie County, Pennsylvania; Gratiot County, Michigan; Jamestown, New York; Lexington-Fayette, Kentucky; Levonia, Michigan; Marbin County, North Carolina; Mesa, Ariz ona; New York, New York; Oakland, California; Peoria, Illinois; Philadelphia, Pennsylvania; Portland, Oregon; Seattle, Washington; Sioux Falls, South Dakota; Wheeling,West Virginia; and Worcester, Massachusetts.

Illustrative of the two types of Council operations are the Industry-Education Council of California in Burlingame, which serves as a regional clearinghouse, and the Community Careers Council which provides direct service to the Oakland area.

The main tasks of the Industry-Education Council of California are to consolidate the efforts of the community colleges and businesses and industries. Part of its integrating function is to coordinate the California computerized information systems (California Occupational Information Systems (COIS) and the California Manpower Management Information Systems (CMMIS)) with other programs such as that of the NAB Career Guidance Institute.

The Oakland Community Careers Council is a joint operation (NMI,DOL and Community College) spearheaded by the local community college. Oakland, a community plagued with problems of youth unemployment and "white flight" recognized the necessity for concerted action. The Council, with considerable volunteer help, conducted a needs assessment of community resources and produced a brochure detailing the identity and services of local social service agencies. A full-time staff of 4 and a pool of volunteers keeps up a file of 635 business profiles to assist the unemployed and has placed over 500 young people in jobs. A newsletter "The Work-Education Exchange" informs all the relevant parties

regarding practices, legislation or policies germane to their interests. (Also see Paul E.Barton, Community Councils and the Transitions Between Education and Work, NMI, October,1976)

National Urban League

The National Urban League was founded in 1910 to assist the employment and training needs of minorities. Headquartered in New York, the Urban League now has four regional offices - in New York, Chicago, Los Angeles and Atlanta, with 115 affiliates nationwide. The Urban League offers direct services to members of minorities and the economically disadvantaged in the form of job counseling, job development and job placement. The organization, whose basic operations are funded through the United Way, maintains constant contact with employers. A National Economic Development and Employment Conference was held in Phoenix, Arizona, in April,1979, and in May, 1979, a regional conference of CETA Youth Advisory Councils was held in Detroit, Michigan. A training unit goes out into the field to explain CETA legislation and train for program and fiscal accountability.

Skills Centers

(Eighty to 100 were initially created under the Manpower Development and Training Act-MDTA; forty still exist, sponsored by CETA and other funding sources.)

Skills Centers were established under MDTA legislation for unemployed adults. In an effort to prepare and train disadvantaged persons for employment, vocational education, personnel or occupational counselors worked with educational counselors. Generally centers had 2 counselors (one in each category) who helped clients assess personal needs and skills and who referred clients to supportive services when needed, developed jobs and taught job search strategies. Brief sketches of 4 skill centers illustrate their operation:

The John F. Kennedy Skills Center in Philadelphia was created in 1963 under MDTA and converted to CETA funding in 1973. The average age of students is between 20 and 30, while 30% are between 30 and 40. Ninety-seven percent of clients are Black and 60% have high school diplomas.

Application to the program at JFK includes testing, an interview with an occupational counselor and a waiting period to test commitment. Sixty percent of those who complete the program find jobs and are considered successful.

The Newark Skills Center in Newark, New Jersey, was one of the first established under MDTA. Now the Center serves two CETA prime sponsors and has additional funding under WIN (Work Incentive Program), ABE (Adult Basic Education), and Vocation Education Act

The Oklahoma Skills Center in Oklahoma City, Oklahoma, has been operating since the late 60s. Now it serves 5 CETA Prime Sponsors and has additional funding under WIN, Vocational Rehabilitation, State Department of Corrections and others.

The classes are open-entry, open-exit and individualized. Employability Teams work with students to develop a training plan and an employment goal. Counseling, testing, skill selection and assessment of basic and related educational needs are featured components of the program. Further, students are assisted with transportation, child care, food stamps, housing, legal aid, job development and placement.

In 1976, of 1400 enrollees, 671 were placed in jobs; 598 training related.

The Tucson Skills Center in Tucson, Arizona, also survived the transition from MDTA to CETA. In 1976, of 1304 enrollees, 308 were placed in jobs (even before completing the program). Over half of those trained and placed were members of a minority group.

(See Education, Service and Work: The Multi-Funded Approach, Federal Interagency Committee on Education, Subcommittee on Education and Work, 1977.)

Opportunities Industrialization Centers
Philadelphia, Pennsylvania

The first OIC was established in 1962 by Reverend Leon Sullivan in Philadelphia, Pennsylvania, as a job development program for the city's Blacks. The program, based on the self-help philosophy, was able to attract the participation of employers and labor unions. Ultimately, OICs were established in 90 cities in the United States.

With MDTA legislation and other acts making federal money available for comprehensive employment development programs, OICs became increasingly dependent on government funding.

The number of OICs has dwindled as some of the Centers found themselves in competition with Community Action Agencies for federal dollars. Those that remain have developed multiple funding sources among CETA, State Departments of Employment Security, Veterans Administration, Vocational Rehabilitation, and others. The Philadelphia Center remains the headquarters and the training site for many OIC administrators.

The Yakima Valley OIC in Yakima, Washington is an OIC success story. In 1976, of 740 enrollees, 425 completed the program, 44% of which were members of minority groups.

Women's Programs

In the 1970's women in general begain to recognize that full-time homemaking was not the best of all possible worlds, especially after children went off to school. And women alone - divorced, widowed, or separated - found it hard to support themselves in a society where businesses, industries and universities often did not regard women as full partners. In 1963 the President's Commission on the Status of Women documented inequalities, especially in education, employment, legal status, and politics. Under pressure from women's groups, Congress enacted a series of laws beneficial to women; i.e., the Equal Pay Act, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; and submitted to the states for ratification the Equal Rights Amendment. In 1977, the annual report of the National Advisory Council on Extension and Continuing Education contained the recommendation that counseling services should be available to all adults to assist them in preparation for work.

Women, conditioned by sex stereotyping, had to be made aware that there are resources to assist them in clarifying personal goals, counseling and training for those wishing to enter or re-enter the job market, re-direction following separation, divorce or widowhood, for the career women seeking upward mobility, the low income unskilled woman who has to support of help support a family, even the middle-income woman where one income is no longer sufficient to meet family goals.

As a result of the strong movement of women into a world of equal job opportunities, a wealth of information and guidance resources are now available throughout the U. S. Located at community colleges, YWCAs, university and social service agencies, a multitude of programs have emerged which offer counseling and training for traditional and non-traditional job opportunities and educational

programs. Pre-employment or job readiness workshops, pre-apprenticeship programs and CETA funded Displaced Homemaker programs abound.

The Women's Bureau

The Women's Bureau of the Department of Labor was established in 1920 by an Act of Congress to "formulate standards and policies which shall promote the welfare of wage-earning women." In recent years the Bureau has worked to promote such policies as affirmative action for women in apprenticeship and instruction, welfare reform, displaced homemaker programs, elimination of sex stereotyping in employment and training programs, and safety and health measures for women in the work place.

The Women's Bureau serves as an advocate, advisor and central clearinghouse for economic and legal information about women. While not a direct placement or counseling agency, the Bureau provides available information about employment trends, training opportunities, laws affecting women's employment, and agencies and organizations serving women.

Catalyst

Founded in 1962 by five college presidents, Catalyst helps women choose, launch and advance in productive careers. The nonprofit organization provides career information for decision making, interprets the marketplace to a national network of women's resource centers, and assists employers with recruitment of women for administrative positions.

Currently, over 150 centers are affiliated with the Catalyst network entitling them to a quarterly newsletter, the "Network Exchange", regional conferences, use of a Resource Center, Library, and publications. The Education Opportunities Series and the Career Options Series of publications provide in-depth information in booklet form on various aspects of the subject. The Careers booklets each examine the spectrum of positions within a field. Catalyst has

cooperated with Simon & Schuster in producing a Complete Guide to Careers for Women - Encyclopedia , and publishes a monthly column in Family Circle magazine. Currently, Catalyst presents campus programs for undergraduate students."Exposure to Business" is a nation-wide campus-based program to acquaint the liberal arts undergraduate woman with business opportunities.

Displaced Homemaker Centers

The Displaced Homemakers Network has grown out of a grassroots movement of former homemakers who, through divorce, separation, widowhood or other crises, found return to the job market to be a difficult and sometimes impossible transition. To provide counseling, training, and placement assistance, more than 60 programs have been established throughout the United States to serve what is estimated as the nation's 4-6 million displaced homemakers.

Title II of CETA (Comprehensive Employment and Training Act) legislation provides for training opportunities for women who have become heads of household by virtue of being widowed, divorced or separated. There is also legislation in 15 states to provide assistance to this population. Since women who have been homemakers are often unprepared for employment, the Displaced Homemaker Centers provide a combination of career and vocational counseling, training, job placement and other supportive services. The primary function is to help women who have not worked outside of the home to become job ready.

A national network of those interested in the development of services for displaced homemakers was established as a result of the first national training conference on the displaced homemaker held in Baltimore in October, 1978. This network - composed of displaced homemakers, service providers, and supportive agencies, organizations and individuals - began its work by creating regional organiz ations in each of the ten federal regious, naming advisory committees and a contact person in each region, and establishing a national office in Washington,

D.C. in space provided by the Business and Professional Women's Foundation.

The function of the national network, as defined by conference participants, are:

- To give input to the Department of Labor's development of regulations for the new national CETA displaced homemaker program to insure that effective programs are funded.
- To collect and disseminate information concerning other funding sources, public and private, and to provide technical assistance on how to seek these funds.
- To observe the national legislative process and to keep network members informed on all issues that pertain to the displaced homemaker.
- To provide technical assistance, training materials, program resources and documentation to persons seeking to develop or expand displaced homemaker services.
- To publish a newsletter giving members the opportunity to learn what is happening in other programs, on the national scene, and in research on displaced homemakers.
- To provide a national clearinghouse on the displaced homemaker in which data collected in any part of the country might be maintained for the use of others.
- To continue the national public information campaign begun at the conference.

Currently the network is a project of the Older Women's League Educational Fund, a private, non-profit organization formed in January,1978, to work on behalf of middle-aged and older women. Cynthia E.Marano is Acting National Coordinator of the network.

Valencia Community College in Florida has served 300 women in a program existing for one year. Self-assessment, preparation for work, job search strategies, and a vocational training program are the major components of the program.

New Directions for Women in Baltimore was one of the pioneering programs and has become a model for subsequent centers. See "Noteworthy Practices" for description. (Chapter III)

The Women's Bureau designated the CETA-funded Homemaker Re-Entry Program (HRP) in Fitchberg, Massachusetts as a model program. Participants of the Fitchberg Work Experience program are monitored on a regular basis. Evaluations demonstrate the success of the program. See Displaced Homemakers: A CETA Program Model, Fitchburg, Massachusetts , published by the U. S. Department of Labor, Office of the Secretary, Women's Bureau, 1978.

Minority Women Employment Program

The Minority Women Employment Program is designed to place college-educated minority women (Black, Mexican-American, Asian-American, and Native American) in professional, technical, and managerial positions in private industry. Field offices are located in nine urban areas: Atlanta, Boston, Cincinnati, Dallas, Dayton, Houston, Los Angeles, New Orleans, and Tulsa.

MWEP began in the Spring of 1972 with a pilot program in Atlanta,Georgia. MWEP was instrumental in placing the first black female manager with a major cosmetics firm, the first black female auditor of a Texas state social service agency, and the first black female as a computer programmer with a major southern-based airline.

The program was originally funded by the U. S. Department of Labor and is now funded by the Employment and Training Administration. A major goal of the program is to secure local funding.

The Minority Women Employment Program is aimed at meeting employers' claims that they would hire minority women if they could meet job qualifications. By locating well-qualified minority women, assisting them in producing favorable interview and test results, and instructing them in resume preparation, the program attempts to place women in industries and firms which previously had minimal or no minority females in professional, technical and managerial jobs. Neither clients nor employers pay any fee; all services are free.

To implement its objective of placing minority women in industry, MWEP maintains close cooperative relationships with industries and businesses in the cities it serves. In Dallas, for example, the program concentrates its efforts in placing women in regional offices of national companies, e.g. insurance companies or office machine companies rather than in local businesses. Placement of minority women in retailing and banking in Dallas has been more difficult. The major problem in Dallas has been the lack of technically-trained minority women. In Houston, technical and banking placements have also proved difficult.

MWEP field offices offer both individual and group counseling. Women get assistance in preparing resumes, in sharpening interview and test-taking skills, and continue to meet as a group after placement at monthly "Placement Club" meetings. Special topics, such as "How to Develop Management Skills" are discussed.

MWEP maintains relationships with the National Urban League and colleges, as well as potential employers. Staff members, who are all college-educated minority women, devote a substantial amount of their time to cultivating employer contacts. Follow-up includes periodic surveys of placements six months after placement, and one year after placement, in addition to monthly "Placement Club" meetings. The monthly meetings are designed to assist women to cope with on-the-job problems, e.g. over or under utilization of their skills. Assertiveness training is an integral part of these meetings.

MWEP field offices served 6284 applicants in 1976. In 1975-76, 74% of placements were made in the private sector, 71% were made in managerial, professional, and technical jobs. Eighty percent of placed clients had at least some college training and they received an average starting salary of $10,309. Nineteen percent of placements were non-black minority women. Half of all MWEP placements

were unemployed at the time of their application to the program. The age of placements ranged from 18 to 53, but more than half were 25 or younger. Almost two-thirds of the placements had no husband present. One in eight were separated or divorced women with dependents.

MWEP has expressed several goals for the future development of the program including: increase of efforts to expand the project to other geographic areas and populations; increasing the visibility of the project; increasing the emphasis on group vocational counseling in industries; and improving linkages with college placement offices.

MWEP is an outgrowth of research conducted by the Center for the Study of Human Resources, University of Texas, which indicated the minority females are greatly under-utilized within private industry at the white collar level despite the fact that qualified women are available. A report written at the Center evaluates the MWEP programs to date. (See Appendix H for report findings.)

Robert W. Glover and Paula S. Greenfield, The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional and Technical Occupations, Final Report, September 1, 1975-August 31, 1976, Center for the Study of Human Resources, the University of Texas at Austin.

National Network Coalition

Under the second year grant, the project called for regional conferences geared to providing technical assistance and faciltating the exchange of information, techniques and strategies.

Before embarking on such a regional meeting that might duplicate the efforts of others, a conference of network leaders was convened. Francis U. Macy, Executive Director of the National Center for Educational Brokering, co-sponsored the meeting to which all the networks identified during the survey/visitation stage of the project were invited.

The conference, which was scheduled at the Hilton Hotel, O'Hare Airport, January 30-31, had the following objectives:

- afford communication between networks engaged in similar efforts;
- promote linkages between counterparts or organizations which can provide mutual support and assistance;
- examine data collected as part of the Adult Advocates Project and other relevant studies;
- develop strategies for dealing with the major problems; i.e.,funding, marketing, and evaluation;
- prevent duplication that results from overlap in network functions;
- determine needs of various client constituencies and attempt to meet needs by collective action or interaction;
- serve as a catalyst or force for promotion of adult advocacy ventures.

Thus, a unique collection of individuals involved with adult advocacy were invited to exchange information and consider ways in which mutual problems might be resolved through collaboration.

The afternoon's program* began with a brief description of the Adult Career Advocates Project. A copy of the project's Interim Report was furnished to each participant. A half hour was devoted to perusal of the document. In this way the Interim Report was subjected to the scrutiny of a panel of experts

* Meeting Agenda in Appendix.

who responded to the accuracy of the content and the conclusions that had been drawn.

Since one page fact sheets describing organizational mandates and goals, constituencies and endeavors of each network had been distributed by mail prior to the meeting, the information exchange at the meeting was confined to five minute presentations by each participant describing future plans, especially in the area of technical assistance.

Discussion of the computer-based programs was held after dinner. James R. Spensley, president of the Association of Computer-Based Systems for Career Information (ACSCI) described the growth of operational systems, their objectives, functions and plans. Walton Webb from the National Occupational Information Coordinating Committee (NOICC) outlined the legislation supporting coordination between HEW and DOL to achieve common definitions and uniform occupational categories. He also discussed the formation and purpose of NOICC and SOICCs (the counterpart of NOICC in each state) as the vehicles designed to facilitate coordination at the federal and state levels.

The last sessions of the conference focused on network collaboration as a means of improving the quality of adult advocacy programs. Since achievement of quality services was the primary goal of each network, the discussions revolved around the key elements of mutual concern

- Staff selection and training, particularly counselor selection and training.
- Program and counselor monitoring (involving record-keeping, data collection, outcome measurement and evaluation).
- Cost effectiveness.

The essential question is, what are the components of career planning programs and how do you train staff to meet these needs? Once the critical questions had been asked, the assembly considered networking techniques as a response:

- Exchanges of site lists
- Exchanges of convenings
- Newsletters to headquarters and to sites
- Sharing of write-ups and articles
- Distributing fact sheets - information of new programs
- Exchange of mailing lists

The Adult Career Advocates Project staff agreed to serve as a clearinghouse for information. A second conference was suggested to be held in early May in Chicago to discuss criteria for career counseling, to recommend competencies and credentials for staff and counselors, and to share measurement techniques.

A second meeting of the coalition was convened May 8th,1979, at the Hilton Hotel, O'Hare Airport. The objectives for this second meeting and details of the agenda were explained . Concern for improving the quality of adult advocacy was described as the impetus for a second gathering of the coalition. Because quality depends largely on advocate selection and training, that topic emerged as the first priority. Since the need to identify and demonstrate successful performance inevitably leads to questions of measurement and evaluation, accountability became the next major topic.

In planning the May meeting, the Adult Career Advocates staff responded to these concerns by:

1. providing speakers with particular expertise on the subjects noted;
2. excerpting or duplicating materials culled from literature searches on the main topics;
3. scheduling opportunities for focused inquiry and discussion in small groups;
4. stocking a display table with relevant documents such as the SAGE (Skills for Adult Guidance Educators) modules , publications by APGA, (American Personnel and Guidance Association, IACS, International Association for Counseling Services) and AIRS (Alliance of Information and Referral Services), outlining standards for certification, and other papers, books and articles.

A five minute per person round robin of information sharing permitted each participant to explain how his/her network operates and to highlight areas

pertinent to the meeting foci.

The first presenter was Bruce McKinlay, Director of the Oregon Career Information System who spoke on "Counselor Training for Computer-Based Programs." Problems with counselor training for computer-based operations, according to McKinlay, stem from the following:

- the large number of user sites (high schools, universities, displaced homemaker centers, correctional institutions, CETA prime sponsors), plus diverse clientele (school counselors, paraprofessionals, volunteers) scattered over long distances;
- people being trained are not under authority of trainers, i.e.,not employees of CIS;
- technological element beyond what most are accustomed to - training therefore is concerned more with technical details than with attitudes and values.

In view of these problems, McKinlay concludes that trainers need to account for gradations in participants' knowledge, background, education and previous attendance at training workshops. Fear of the computer must be overcome while striking an appropriate balance between technical and conceptual issues. The effort to overcome problems of training in computer-based programs is crucial in light of the considerable capacity of the computer for delivering information.

Francis Macy, Director of the National Center for Educational Brokering, spoke on "Counselor Competencies". Macy's presentation was based on activities for a Title 1A Community Service and Continuing Education grant which will produce a manual on the competency-based training of counselors for adults. According to Macy, a first step is to recognize the difference between characteristics desirable in a counselor and competencies. He maintained that when selecting counselors you look for characteristics, but you train for competencies. Furthermore, competencies can be observed or documented. Another distinction that is useful, Macy asserted, is between knowledge - "the grasp of a body of facts or theory" - and the ability to do something. Even though both are definable as competencies, training for them and assessment of them differ. Efforts in behalf

of the Title 1 project have led to the identification of 29 competencies in five categories:

1. Informing clients. (4)
2. Counseling (16)
3. Referring (3)
4. Informing public (2)
5. Advocating (4)

Informing clients, for instance, breaks down into the following four competencies:

1. Gather and organize information into the systems that respond to clients needs.
2. Locate and utilize existing information systems and services.
3. Identify accurately a client's informational needs.
4. Identify, evaluate and communicate relevant information to clients in a clear and useful manner.

The second presenter, Melvin Hall, Assistant Dean, Academic Programs, Sangamon State University, spoke on "Naturalistic Inquiry: an Evaluation Approach." Hall described naturalistic inquiry as responsive or qualitative evaluation, concerned more with the transactions between client and counselor. Essentially, Hall claimed, it is a process-oriented approach to evaluation. Hall's paradigm for an alternative evaluation method is based on the following considerations:

1. funding agencies are often far away from actual program activities and the information needed about what is going on is not readily derived from statistical tables and charts;
2. program staff, participants or clients and community members are also audiences to evaluation reports -- there is need to know what is considered successful, who considered it successful, and on what basis;
3. traditional reporting techniques are often highly technical, not responsive to clients, not enlightening regarding various criteria of success; evaluation must be responsive to each of the audiences and provide a means for articulating when one group feels that something was successful and another doesn't;*
4. transactions in human service programs are not readily testable.

Hall's process of evaluation attempts to deal with understanding rather than measurement. He claims that it is a holistic view of people rather than variables and thereby "more meaningful when you're attempting to understand what goes on in a counseling situation where the focus is on an individual or person who is being

*According to Hall, "We don't want to just end up with a win/loss column; we want to know who thought it was a victory and who didn't."

counseled rather than some hypothetical or theoretical conscript."

In essence, naturalistic inquiry is holistic, it includes every legitimate audience, involves staff, clients and community members who react to early information and statements, participate in stating questions, identifying issues and as reasonable data sources. Furthermore, it preserves complexity of day-to-day transactions, includes impressionistic data as a supplement to traditional reporting and is iterative -- constantly going back and forth between data collection and data analysis.

Various components of naturalistic inquiry include portfolio maintenance - file folders organized around major areas of program accountability - and portrayal - accounts which provide a surrogate kind of experience for report reader. According to Hall, "evaluation should be usable for more than one person and it ought to provide a natural jumping off point so that you can have it fed into your normal day-to-day operation."

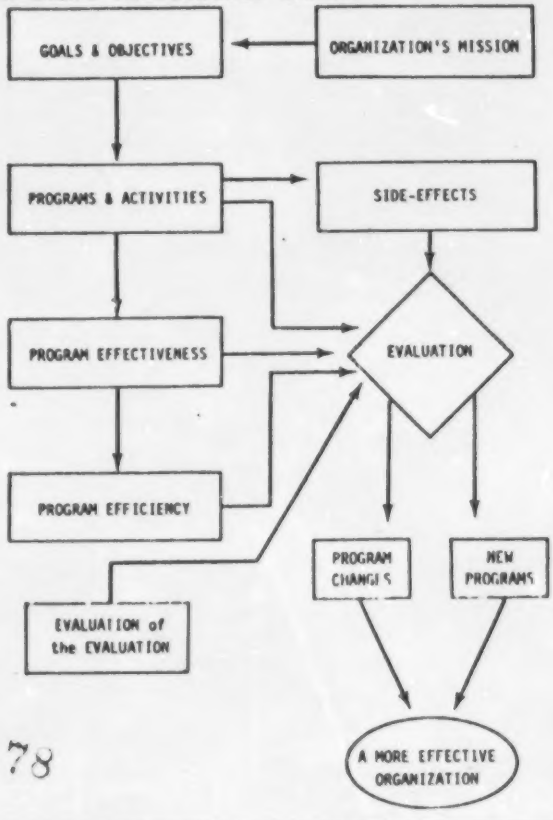
Gustave Rath, Professor of Industrial Engineering, Northwestern University, spoke on the topic "Evaluating Counseling Programs." Professor Rath described evaluation as an integral part of a program. According to Rath, the evaluation design can actually be the basis for a program . What is necessary, he insists, is that goals must be agreed upon before planning. The natural order of events preceding an evaluation study is: problem formulation (awareness of what is and what should be); goal setting; systems analysis; implementation; evaluation. His format for evaluation is explicit in the flow chart illustrated below:

Essentially, the evaluation is divided into three parts:

- evaluation of goals and objectives;

- evaluation of programs and activities; and

- evaluation of the evaluation.



The evaluation plan presented by Professor Rath is expected to be adaptable to any situation and accounts for most problems or situations likely to be encountered.

When the findings from each workshop were compared, several areas of agreement were apparent. Consensus was achieved on the following points:

1. There are new roles and functions emerging in providing adults with career and educational counseling and advocacy.
2. The persons who are performing these new functions - the new professionals - should not be certified in classical or traditional ways. The new profession is sufficiently different from school or guidance counselors to merit a new approach. The increasing concern with quality assurance necessitates that new strategies for measurement be devised.
3. Evaluation of competencies and outcomes closely related to advocate/client interaction are favored as departure points for measurement.
4. The new profession should be self-regulating. Standards are important, but emphasis of credentialing should be on who is setting the standards, who interprets the outcomes and who makes decisions based on interpretations.

It was agreed that the time is ripe for defining tasks and determining the abilities and skills required. Fear of conventional accrediting was expressed because it was felt that the reason adult advocacy services had come into being was that established institutions were not fulfilling the needs of all the clientele. In order to protect the openness and flexibility during the period of growth for alternative services, it was felt that an alternative credentialing process for professionals is needed.

The assembly voted to have a Position Paper drafted detailing the consensus that had been reached by the Coalition. The target date for the paper was set for Fall, 1979.

CHAPTER III

CASE STUDIES, NOTEWORTHY PROGRAMS AND PRACTICES

Introduction

Selection for intensive case study investigation was difficult in view of the considerable number of admirable advocacy programs encountered in the Study. Criteria for choosing a case-study site, therefore, involved variables other than demonstrated effectiveness. In order to arrive at a cross-section of activities that would be illustrative of what was occurring nationally, programs were selected on the basis of the degree to which they were representative geographically, categorically or programmatically. Thus, several women's centers, a self-help organization, a telephone-based service, a college, a university, a community college, a computer-based program, and a library center are profiled. Centers on each coast are featured as are centers which serve rural, suburban and urban populations.

The case study accounts sket ch the history and development of each center, discuss the funding or supportive arrangements, and describe the services, the targeted populations and the staffing practices. The case study treatments, although brief, are amplified with statistical data where it is available Distilled from year-end reports, the data reveals the characteristics of the clientele served and the achievements centers can point to.

Rather than highlight only a few centers, the inclusion of two sections, "Noteworthy Programs" and "Noteworthy Practices" permits coverage by "category" and "feature". Noteworthy Programs is arranged by category so that a reader can see how a counterpart is handling a program component. In addition to the categories touched on in the case studies, such additional categories of programs as consortium, business, and proprietary are introduced. Because some

centers had solved a particular problem such as sponsorship or staffing, in a unique and interesting way, or because some organizations had a single distinguishing characteristic, the section Noteworthy Practices was included to concentrate attention feature by feature.

In almost all instances, staff at case study centers responded to the survey questionnaire (Chapter IV), and send descriptive material, evaluative studies, and year-end reports. Most were visited. A few centers did not return the survey questionnaire in time to be included in the computer program, but sufficient information was deemed to be available for the case study account. See Appendix B for a list of the Centers to which the survey was sent, indicating affiliation or network, response to survey, and visitation.

Better Jobs for Women - Denver, Colorado

Better Jobs for Women is an outreach program designed to recruit, counsel, and place women into apprenticeships or similar training programs in skilled trades and blue collar occupations. The project was developed by joint efforts of the YWCA of Metropolitan Denver and Region VIII Office of the Bureau of Apprenticeship and Training. Initial funding of BJW as a pilot project was granted by the Department of Labor in 1971, and the program has been annually refunded to date. The current contract period of performance is June 1, 1978, to May 31, 1979, with a $120,000 funding base and staff structure of five full-time positions.

Contractual placement goals have consistently been surpassed; a high trainee retention rate has been achieved and significant economic development has resulted for program participants.

An average of 80-100 women a month attend orientation, which serves as a self-screening event. The difficulties, physical and mental, are plainly stated. The applicants are assisted in making realistic choices. Staff encourages assessment of potential for skilled trade employment (use of basic tools, etc.). The average intake flow is approximately 50 new enrollees a month. During the 1971-78 completed contract periods, Better Jobs for Women placed 550 women into about 60 different trade occupations. Illustrative job categories of placement include construction carpenter, plumber, electrician, operating engineer, mechanic, semi-truck driver, printer, welder, machinist, and telephone installer-repairer. Approximately 60% of the placements have been minority women; 40% heads of families. The average starting salary is now $4.92 an hour, with potential to $6-$10 per hour earning capacity. The retention rate for women placed via the project ranges between 70-80%.

Intake includes:

- Providing each enrollee with a program intake application to be completed and filed with BJW.

- Eligibility determination (applicant interest and assessment of potential for skilled trade employment; meeting target population criteria and prime standards as specified by DOL).
- Assisting enrollees to form an employability development plan (trade selection; matching job requirements with interest and capabilities; determining pre-vocational training needs).
- Providing enrollees with a work sampling exposure to basic tools, materials, and physical requirements (on program site in BJW Work Station).
- Assisting each candidate in securing all credentials required, such as high school diploma (equivalency certificate),birth and health certificates, etc.

Tutoring includes:

- Orienting the enrollee to the requirements, duties, working conditions, tools and materials, occupational hazards, length of training, occupational outlook, etc., of selected trade(s).
- Preparing applicants for apprenticeship entry exams, GATB, specific trade tests and others as appropriate to meet entry requirements.
- Preparing applicants for oral interviews conducted by various Joint Apprenticeship Training Committees and employers.

Supportive services include:

- Temporary financial assistance for transportation and child care during tutoring, testing, application process and until first paycheck is received, when needed.
- Partial payment for initial trade tools required.
- Payment for related classroom instruction materials required during first step of apprenticeship or training program.
- Support groups.
- Community resource listing of sources providing common social services.

BJW job development efforts are focused in two directions: (1) working with registered apprenticeship channels, i.e,, Region VIII Bureau of Apprenticeship and Training, local Joint Apprenticeship Committees, and cooperating contractors and unions; and (2) working directly with employers (and unions, when involved) to develop job commitments for unsubsidized training positions in those recognized trade areas not apprenticeable in Denver. This includes telephone, mail and personal contact with employers, unions, employers' organizations, related governmental agencies to investigate paid on-the-job training opportunities, researching

employment entry procedures, and working with employers to develop favorable attitudes about women on the job.

There is a follow-up of regularly scheduled phone, written, and on-site visitation communication with both placements and employers to assess the training progress of the enrollees and to provide supportive services to assist placements in remaining in their chosen fields.

Federal regulations now require the establishment of goals and timetables for women on federal and federally-assisted construction work and apprenticeship. Contractors and employers are required to take specific affirmative action steps in the hiring and promotion of women and minorities. BJW is the answer to employer's needs to fulfill their commitments to affirmative action plans. Retention of the enrollees in the training programs is as important as the initial breakthrough. BJW monitors the progress of each woman placed and is available to assist enrollees and employers in the positive implementation of the training.

The program concentrates on non-traditional jobs for minority and economically disadvantaged women with supportive help during training period and constant communication with employers and employees after placement.

Career Counseling Service - North Kingston, Rhode Island

The Career Counseling Service originated in the Career Education Project sponsored by the National Institute for Education as a national demonstration project. The project sought to design, develop and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis.

During its 3-year operation, the Project served over 5,000 adults utilizing peer and paraprofessional counselors who had been trained in a three-week program which provided them with knowledge of educational and training resources, career-related supportive services, and occupational projections.

The project developed and disseminated a series of manuals, each devoted to one aspect of the Service's operation. The five manuals divide the topics into: developing career-related materials for use with and by adults; attracting clients to service-oriented programs; designing and operating a career counseling service for adults; integrating research and evaluation into the operation of service-oriented programs; and establishing and operating a career resource center for adults. Each manual suggests strategies for handling the many aspects of a career counseling program, from selecting appropriate tests, cataloging resources, and designing forms, to staff selection and training. Together the five present a comprehensive profile of an existing program replicable in a number of other settings.

The final report of the project is available through the ERIC system in three volumes. Volume I traces the project's history and outlines the five major components - Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation; Volume II presents the research and evaluation of findings; and Volume III consists of three appendices which describe the manuals, list the

products and films, and present the data collection instruments and classification systems used in the analyses.[1]

The individuals served during the project years were predominantly women (80% initially, ultimately 72%), between ages 20-39, mostly high school graduates and white (92%). Based on 300 people surveyed, 98% said that they used the service to discuss personal needs, interests, attitudes and concerns, 91% to discuss the world of work, jobs and job satisfaction, 77% to discuss education and training, 47% to discuss obstacles and constraints, and 33% to discuss job search.

Under the direction of Mildred Nichols, the counseling service continues and has recently been designated the Education Information Center (see Networks) for the State of Rhode Island.

For an update on services being rendered and client satisfaction, see "Mid-Career Change Project" report by Gilbert Paltridge and Mary Regan, Berkeley, California.

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[1] Vivian M. Guilfoy, Mandell S. Grothe, "Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education", Education Development Center, Inc., Newton, Massachusetts, January, 1976.

Career Planning Center, Inc. - Los Angeles, California

The Career Planning Center, Inc. is a non-profit, vocational service established in 1972 to help career-oriented women develop their potential through an understanding of the labor market, their goals and abilities. The aim of Eleanor Hoskins, Executive Director and founder, is to assist women in making informed choices. A Center, she believes, should help adults forge short and long-range objectives by providing the resources and tools necessary.

The Center is divided into two sections--the Volunteer Center services supported by contributions, volunteer staffing and workshop fees, and the Job Training Programs funded under CETA.

The Volunteer Center is a walk-in store front operation with a reference library and extensive job listings. Individual consultation is available as are seminars and workshops in self-assessment, skills assessment, the labor market, job search strategies and developing a personal action plan. Other seminars offered are "Freelance Careers in the Home", "Alternative Careers for Teachers" and "Secretaries to Self-Actualizers". An effort is made to expose women to non-traditional employment opportunities in such areas as sales, engineering, accounting, apprenticeable trades, computer science, management, technical trades, and manufacturing production.

In 1975, CPC, Inc. was awarded a grant from the office of the Governor of California to develop methods and demonstrate new techniques leading to industry/employer acceptance of women into "non-traditional" jobs.*

At the Volunteer Center a typical sequence of services involves: a person attending orientation (usually 10 people to a group), then consultation with a staff member individually. Two types of women seem to characterize Center users; those looking for direction and those well focused, but not sure how to proceed. After consultation, the person usually selects one of five basic

packages of workshops, or attends just one or two classes to brush up on job hunt skills or decides to use the Talent Bank (job listings) on her own.

Funding for the Center breaks down as follows:

1. Classes are the mainstay
   6-week course (5 basic components) - $45
   1 3-hour workshop, "How to Get a Job" - $10

2. Membership
   Regular - $15 a year
   Supporting - $25
   Corporate or Institutional - $1500 (this includes Talent Bank access and a booth at Women's Employment Options)

3. Women's Employment Options Job Fair has grown in 5 years (offered once annually) to 6,000 attendees. Entrance fee per person - $5.00. Corporations pay $700 to exhibit

The Center claims to have served 15,000 women; average age, 20s and 30s. Although developed as a community-based service for women of all ages, men have begun using walk-in services, the resource library and the job listings.

Located a few doors away from the Volunteer Center, the Job Training Program has two major divisions: work experience and on-the-job training. These programs serve women who are entering or re-entering the labor market with few skills. Included in this group are displaced homemakers (women head of households) and other disadvantaged women.

The Job Training Program in summer of 1978 had 125 contacts in work experience and 100 in on-the-job training. The process is totally structured, partially due to CETA regulations and partially as a result of knowledge gained from Volunteer Center programs. Following an intake interview, the CETA client attends an orientation program and then a job development seminar to further assess level of motivation and nature of supportive services needed.

Women enter the Work Experience program after the Job Development seminar. A work site--usually a non-profit agency--is then arranged and CPC staff monitors the individual on the work site during the 15-16 week duration of the training program. During this period, the participant receives a stipend. Participants

attend workshops at CPC one-half day each week. The retention rate is generally 81% at 90 days; the average rate of pay is $3.83.

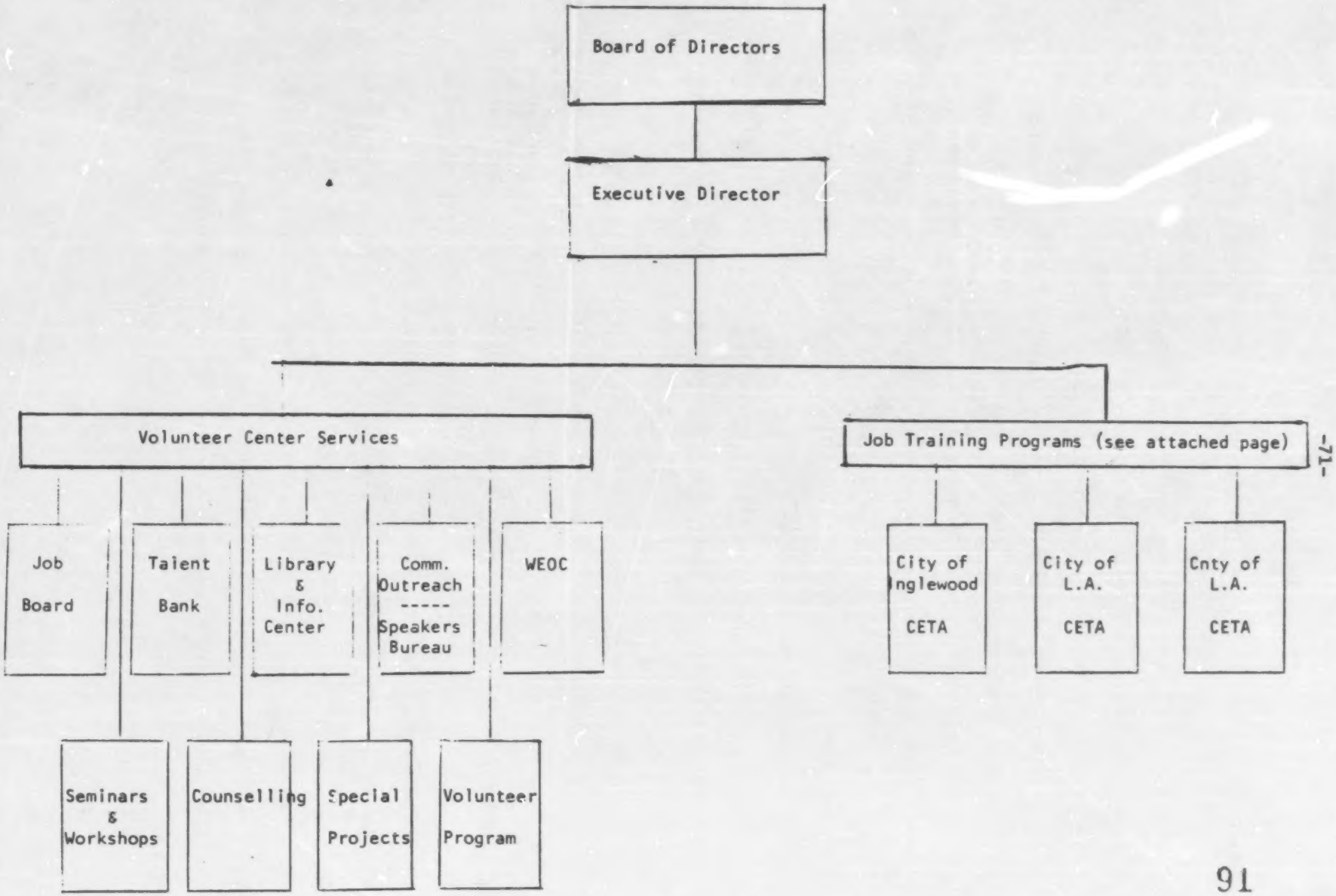
The O-J-T Program is entered after a period of preemployment preparation which consists of classroom-based skills presentation, field trips, skills assessment, and interviewing practice. This lasts from 1-4 weeks. Placement occurs subsequently and the O-J-T experience ranges from 12-26 weeks. O-J-T yields a higher retention rate and a higher wage rate.

The staff of twelve includes counselors, job development and job placement specialists. The degree of counselor concern is laudable. Because many of the counselors have worked in social service agencies, they have knowledge of supportive services for referral.

The attached chart shows the organizational structure of this rather unusually bifurcated Center.

*(For copies of the guidebook, A Nontraditional Look at Women: A Guide for Management (1977), developed for the grant, write or call, Career Planning Center, Inc., 1623 S. La Cienega Boulevard, Los Angeles, California, 90035, (213) 273-6633.)

VISUAL CHART - CPC INC. SERVICES



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Community-Based Educational Counseling for Adults - State of Wisconsin, headquarters in Madison

Started in 1972 as part of the open education project of the University of Wisconsin Extension, the C.B.E.C.A. was enlarged in 1973-74 to become a statewide network. The stated aim of the counseling service is to "help overcome personal barriers to continued education and to assist adults in making the what, how, when and where of educational choices".

Directed by Carmen Thompson, the network now hires 19 education counselors who reach out to 100 communities in 32 counties. The counselors, working 20 hours per week (10 hours at counseling sites), help individuals to match educational goals with education resources, facilitate admission or involvement in programs and generally function as an advocate for participants. The counselors post hours in such places as banks, libraries, city halls, community centers, court houses, YMCA/YWCA's, hospitals, Indian reservations, prisons, town halls, and churches.

The program of localized peer counseling includes scheduled hours of availability in selected communities, individually arranged appointments, clients follow-up, and referral. The counselors arrange for publicity to acquaint residents with C.B.E.C.A. services and serve as intermediaries between individuals and institutions, sometimes even accompanying individuals to the college campus. Each counselor is expected to contribute to a centralized information bank and to create locally relevant files. Also, each counselor is encouraged to develop rapport with resource persons on post-secondary campuses.

The counseling networks are managed by area coordinators who spend half-time counseling, half-time supervising counselors. Regional staff meetings provide information and reinforcement. The counselors are trained initially in Madison.

C.B.E.C.A. has multiple funding sources which include Title I, University of Wisconsin, Vocational, Technical and Adult Education. The staff prides itself on impartiality of its advisement and the numbers of users who declare themselves to be well served. A list of institutions in which participants have enrolled demonstrates the breadth of choices made and the activity generated as a result of the program.

The data collected by staff reveal that in 1976-77, 2621 persons were counseled; the previous year, 1975-76, the number was 1885. Obviously, the program is growing. In time, C.B.E.C.A. hopes to reach out to all the counties in Wisconsin. (Attached is the 1976-77 breakdown.)

COMMUNITY-BASED EDUCATIONAL COUNSELING FOR ADULTS (CBECA)

SUMMARY OF CLIENTS

JULY, 1976 - JUNE, 1977

1. **Sex**
   Female 1,733 Male 888

2. **Age**
   under 21 352 | 21-25 513 | 26-30 512 | 31-35 437 | 36-40 316
   41-45 210 | 46-50 137 | 51-55 92 | 56-60 38 | over 60 24

3. **Ethnic Background**
   Native American 95 Black 166 Span. Amer. 108 White 2,237 Asian 15

4. **Location of 1st interview**
   community building 360 home 135 Church 21 school 98
   courthouse 101 library 944 telephone 572 others-list (390)
   please see attached sheet

5. **Number of contacts per adult**
   1 676 2 904 3 561 4 236 5 112 6 56 7 36 8 18 9 or more 22

6. **How adult learned of service**
   Newspaper article 611 newspaper ad 18 word-of-mouth 386
   Extension office staff 158 radio 59 librarian 123 Flyers 152
   posters 283 another client 145 referred by agency 304 letter to I.S. 149
   others-list 295 (please see attached sheet)

7. ***Referrals from agencies**
   Job Services 25 Voc-Rehab. 13 veterans agency 7 CAP 19
   Church group 6 BIA Social Services 42 Campus Staff 30
   UWEX 192 others-list (90) please see attached sheet

8. ***Agencies adults referred to**
   Job Services 37 Voc-Rehab. 8 veterans agency 5 CAP 1
   BIA 24 HEAB 79 Social Services 16 Others-list (71) please see attached sheet

9. **Educational background**
   less than high school 375 high school diploma 871 voc-tech dipl/degree 165
   some post-secondary courses 770 bachelor degree 315 post-baccalaureate 46
   masters degree 38 others-list (41) please see attached sheet

10. **Educational objectives**
    high school diploma 278 voc-tech diploma, degree 395 job advancement 293
    new career 398 personal enrichment 299 undergraduate degree 687
    teacher certification 110 masters degree 113 Other-list (48) please see attached sheet

11. * **Adults interested in UW Extended Degree Program** 232
    discovered other options 51 plan to apply for admission to an EDP 89

12. **Financial aid needed by those who enrolled**

yes 251 no 530

13. **Enrollment status of those who enrolled**

part-time 551 full-time 230

14. **Obstacles to enrollments:** (for those unlikely to enroll)

lacked time 47 distance from campus 77 courses not offered 112
family problems 30 child care 25 financial problems 69
employment instead 177 apprehension (such as age) 23 schedule conflicts 11
undecided 181 health problems 18 program overcrowded 34 moving 57
lacked motivation 104 Others-list (20) please see attached sheet

15. **Count**

number enrolled 781
number quite certain to enroll next term 853
number undecided, not likely to enroll 985

2,621 = total number of clients

Higher Education Library Advisory Service (HELAS) - New York State, headquarters in Albany

In August of 1976, the Regents of the University of the State of New York received a grant from FIPSE (Fund for the Improvement of Post-Secondary Education) to establish an educational advisory service for adults in representative public libraries acrosss New York State. The grant had two objectives: to meet information and advisory needs of adults regarding educational offerings and to demonstrate the role of the public library as link between post-secondary institutions and adults interested in participating in lifelong learning programs.

The New York City library system was particularly receptive to this reshaping of library purposes. New York had participated in the Adult Independent Learner Project, had already established a Job Opportunities Information Center and had several librarians who participated in the Regents' Volunteer Advisory Network (volunteers who agreed to acquaint people with continuing education opportunities in the State).

As a result of the FIPSE grant, four libraries were chosen as demonstration sites: the Corning Public Library, Schenectady County Public Library, Mid-Manhattan Library of New York Public Branch Libraries, and the Queens Borough Public Library. Procedures were developed; reporting practices and forms were instituted. One full-time librarian for each site was trained as educational advisor. Essentially, instruction focused on effecting broader use of library resources, knowledge of community and state resources, recognition of need for linkages among community agencies and guidance services, and on characteristics and concerns of the adult learner. The four sites were to operate using the same guidelines but some variations were inevitable due to location and the different populations to be served. Corning, for example, utilizes a computer terminal to access a data bank, and the librarian travels to outreach sites to provide counseling services.

HELAS opened February 1, 1977, and within the first six months 2200 people contacted the libraries about the program and 787 scheduled appointments for in-depth exploration. HELAS users during that initial period (according to a survey taken at 6 months) were--in rank order--individuals seeking career change or advancement, returning to or beginning higher education, unemployed or seniors attempting to enrich leisure. Fifty-seven percent were women, 50% white, 26% Black, and 75% were over 25. Eighty-seven percent evaluated the services as "useful"; 55% described them as "very useful".

The Mid-Manhattan Branch has served a somewhat different population. More unemployed, minority and disadvantaged persons use the services. The director, Beth Wladis, reports also that there is a higher percentage of foreign born which results in referral to E.S.L. (English as a Second Language) courses. Additionally, more information is required relative to the equivalency of foreign education to American education.

Lifelong Learning Center Free Library of Philadelphia
Philadelphia, Pa.

In February,1977, the Office of Education in Harrisburg, Pa. was instrumental in establishing two library advisement centers: one in Reading, the other in Philadelphia. The centers were designed to function as clearinghouses for educational and career information and to provide on-the-spot information on research questions concerning schools and careers.

The education consultants, as the staff refers to themselves, arrange hour-long interviews to assist in the career exploration process, offer workshops in support of career changers, seniors and other special needs groups and telephone consultation. The staff is composed of six education consultants (part-time), one administrative assistant (full-time) who doubles as a resource coordinator, two clerk/typists (part-time) who handle in-take, two volunteers (over age 65) and one director hired as a consultant to the library. The Director, Marge Pacer, who is not a librarian, reports to the State Department of Public Education and to the Director of the 42 Branch Library System.

The area in the library designated as the Lifelong Learning Center has books and reference material germaine to the users' interests. GED and CLEP information and study guides are accessible as are such self-help materials as Richard Bolles' The Quick Job-Hunting Map. A VICS (Vocation Information Computer System) computer terminal is also available.

By January of 1978 the Center had experienced 1,363 contacts. A Client Reaction questionnaire was sent to 400 based on a random sampling. One hundred sixty two (51%) responded. The study yielded the following data:

the mean age was 34.9 (modal age-mid-twenties)
74% females
45% married,40% single, 15% divorced,separated,widowed
the mean level of schooling was equal to 2 years collegiate experience
68% enrolled in some educational activity
60% changed or started jobs

An evaluation study of the Reading experience revealed much the same outcome. "Clarifying Employment Goals" was most often cited as the main user objective. The Center was praised for providing information regarding job requirements, description of job qualifications and lists of job opportunities. Additionally, the Center was credited with "broadening life interests", helping individuals complete plans for more education, enroll in part time or full time learning programs, change jobs, and take tests.

FOR FURTHER INFORMATION SEE:

William Toombs, A Study of Client Reaction: Lifelong Learning Center, The Free Library of Philadelphia, May 1978.

William Toombs and Guy E. Croyle, Jr. A Client Reaction Analysis: Final Report for the Lifelong Learning Center, Reading, PA. October, 1977.

New England Volunteer Employment Service Team - Waltham, Massachusetts

NE-VEST was conceived in 1970 when the U. S. Department of Labor awarded the American Institute of Aeronautics and Astronautics (AIAA) seed funds for six months to create an organization for unemployed scientific professionals. The AIAA established VEST (Volunteer Engineers, Scientists, and Technicians) chapters throughout the nation to educate professionals laid off from the aerospace industry in job-changing techniques. NE-VEST was created at that time as the New England VEST chapter. Since 1970 the name has been changed to reflect the broader community of unemployed professionals in New England. No significant funding has been authorized since 1970.

NE-VEST, a self-help organization of all unemployed professionals who seek to help each other find professional employment, receives assistance from the Division of Employment Security Professional Service Center in Waltham in the form of free office space, equipment, job bank information, and clerical assistance. It receives no direct funding from any source. The Division of Employment Security provides job matching, job information services, vocational testing, teacher placement services, and individual counseling for professionals, while NE-VEST offers workshops, job search training, and support service for its members. For clients this means that free comprehensive services are available at one location.

NE-VEST activities center around a series of weekly workshops on topics such as resume and letter writing, interview techniques, job hunting methods, the identification of skills, and a special workshop for professional women.

NE-VEST personnel have served as trainers of counselors for the National Alliance of Businessmen, CETA programs, and Job Help Centers.

Professionals who take advantage of NE-VEST programs are encouraged to volunteer their time toward staffing; there is no fee for clients and all NE-VEST personnel are volunteers.

The major problem encountered by NE-VEST is the lack of continuity due to the volunteer nature of its personnel. Even the director is a non-paid unemployed professional. NE-VEST has been unsuccessful in securing funding for establishing a paid directorship. The program nevertheless provides high-quality services to its target population. Additional funding would enable it to reach a wider audience.

The most striking feature of this program is the sophistication of these non-professional counselors in the use of modern innovative career counseling techniques, such as their use of audio-visual playback for interview training.

In addition to the job matching facilities provided by D.E.S., clients have the use of a typewriter, a copier, New England manufacturing directories, and other resources.

The median age of NE-VEST users is 36.5 years. Approximately 3/4 are men and 1/4 are women. Clients now consist primarily of general business and academic/social service professionals rather than technical professionals. The majority of clients (70%) are short-term unemployed (less than 17 weeks).

While NE-VEST lacks the funds to conduct extensive follow-up, it regularly assesses clients needs via survey, and evaluations of workshops are conducted.

Other VEST organizations have continued in Dayton, Syracuse, Newark and Camden, New Jersey. The Newark VEST, like NE-VEST, is staffed by volunteers who promise to work at least six hours per week. The State provides office space, use of telephones and printing services. A full-time director is paid from CETA funds. A Professional Register, containing mini-resume type listing of members looking for employment, is sent every 6-8 weeks to 3500 firms in the state. Personnel directors interested in VEST members call the office and interviews are arranged.

Other self-help agencies include Experience Unlimited (see "Noteworthy Programs") and Forty-Plus.

New Ways to Work - Palo Alto, California and San Francisco, California

In the fall of 1972, three women--Sydney Brown, Barney Olmsted and Sue Smith--established New Ways to Work as a non-profit, no-fee vocational resource. The founders sought to assist men and women in finding meaningful jobs and greater flexibility in employment. They were interested in helping adults explore such options as job sharing, flexible scheduling and permanent part-time jobs.

Students, young marrieds who want to share in child raising, women with school-age children, and older pre-retirement and post-retirement workers tend to be interested in alternative work arrangements. In addition, part-time work is often the solution for the single parent, workers who are physically disabled or are recovering from major illnesses, and those interested in exploring possibilities of a new career.

From the perspective of the employer, job sharing increases efficiency and productivity, reduces absenteeism and turnover, and attracts and maintains a more diverse and qualified work force. Some legislators suggest job-sharing as a means of furthering affirmative action, of helping handicapped persons to be employed, and of creating an employee option when lay-offs are inevitable.

New Ways to Work, which originated in Palo Alto, California, now has an office in San Francisco. At both sites administrators--most of whom are job sharers--conduct workshops and seminars on job sharing and provide individual counseling as required. Seminars and workshops are often held in adjacent communities as well.

In 1975, the organization received a $47,000 grant from federal Comprehensive Employment and Training Act (CETA) funds to promote job sharing in the Mid-peninsula area of California. The program included acquainting employers and workers with the concept of job sharing. As a result, New Ways to Work developed

materials which introduce the concept and demonstrate its feasibility for the individual and the corporation. In addition, the staff offers seminars to individuals on the principles of job sharing, resume writing and interviewing as a team, and efficient interaction. The staff assists employers by providing information, including case studies, and by conducting workshops for supervisors Another service is to refer qualified applicants or teams.

The organization has produced several publications which show how sharing works: "Job Sharing in the Schools: A Study of Nine Bay Area Districts"; "The People Guide to a Community Work Center"; "Working Less But Enjoying It More: A Guide to Splitting or Sharing Your Job"; "A Booklet of General Information About Job Sharing" includes what job sharing is, variations on work rearrangements, the case for the individual, advantages for employers, lists of organizations involved and advice on how to handle benefits; and "Job Sharing Final Report of a CETA-Funded Pilot Project."

The activities of New Ways to Work include a constructive work project which identifies and profiles organizations whose style of operation or output is non-traditional and responsive to the needs of their employees and the community. A youth employment service helps young people find apprenticeships and jobs while exploring the world of work.

Support for New Ways to Work comes from private foundation grants, donations, memberships, and a moderate fee for service schedule. Of the sixteen paid staff members, one is full-time. All the rest are part-time, mostly half-time in keeping with the job sharing principle.

Response to the concept and efforts of NWW has included testimony before a congressional committee and imitation in other parts of the country. Reaction to financial columnist Sylvia Porter's article on June 4, 1976, about job sharing brought 468 positive (one negative) letters. Of those writing, 175 were employers, 294 individuals from 44 states.

Oakton Community College - Morton Grove, Illinois

Oakton Community College serves the north central area of Cook County where there is a wide range of industries and businesses and a number of regional offices of national sales and service organizations. The population is predominantly post-war, middle-class, close-in suburban area. The percentage of residents over 18 who have completed high school is higher than that for the Chicago metropolitan area generally, or for the average suburban census tract within Chicago and the six surrounding counties. Ethnic backgrounds are diverse. However, according to a 1970 report, less than one percent of the district's population is Black, and the proportion of Spanish-surnamed residents is less than that in the suburbs of the Chicago metropolitan area as a whole.

In the fall of 1972 when there were 344 adult women students enrolled at Oakton, a Student Development instructor realized that there were many community women who would return to school if encouragement was offered. She spoke to such groups as PTA's, B'nai B'rith, League of Women Voters, Business and Professional Women, church groups, etc. In January 1973 two Human Potential courses were designated for women over 25 only, encouraging women to examine the direction of their lives. This course, now called "Psychology of Personal Growth", continues to be one of the most popular at Oakton. Anywhere from 10 to 12 sections are offered per semester for women over 25. Also a core of courses entitled "Especially for Women" were worked out with instructors in communications, political science, history and natural science.

Concurrently, MONACEP, Oakton's adult education program, received funds for the establishment of a Women's Resource Center from the Illinois Community College Board. By early 1975 a full Women's Program was in operation which included outreach centers at various churches, village halls, and a public library. Even a mobile van was deployed to bring information and help to women in distant parts of the district.

By the spring of 1975 the number of women returning to school had grown

to 1097. Life and career planning workshops offered in June drew over 200 re-entry women. The Board of Trustees formally approved the position of "Director of Women's Programs" at that time.

In 1976 , in order to accommodate the increasing number of adult men who were returning to college or who needed career counseling, the Women's Center was renamed the Adult Career Resource Center. The off-campus centers were closed in June,1976, and materials moved into the on-campus center. With the closing of the Outreach Centers, the entire program became known as the "Non-Traditional Student Program." Counseling was free to District 535 residents; others paid $15.00 an hour. Over 105 persons were counseled within the initial four month period.

In 1977 an Orientation to College Workshops was held almost weekly on campus, with day and evening sessions. An evening session was offered in each of the four libraries on the North Shore. The Non-Traditional Student Program staff held registration for courses in four area banks. The Newsletter was changed from "Especially for Women" to "Our Newsletter", reflecting the aim of the program to serve all adults over 25. The newsletter goes to some 4000 people. During 1977 Gale Grossman, Career Counselor, worked with over 600 persons - approximately 400 were counseled individually and more than 200 in a series of job finding programs.

To meet increased interest in the older adult, training classes were offered for professionals working with older persons. The Illinois Department of Aging completely funded classes in a) Recruiting, Training and Supervising Volunteers b) Drugs and the Elderly; c) Working with Advisory Boards; d) Training Olders Adults to Teach; and e) Choices and Challenges for the Older Woman. There were special health lectures for older people and several MONACEP classes were arranged for Senior Centers in the North Shore area. A series of one day workshops were arranged for the District 63 Community Education Program on such subjects as "Family Law","Career Life Options" ,etc., as well as a four week class on "Effects of Divorce on Children."

The Senior Adult Program subsequently was added to the Adult Career Resource Center to meet the evident needs of a growing group of seniors in the Oakton area interested not only facilities and activities, but also in creditable academic experience. It became apparent also that older persons wanted to work and that employers needed to be educated to the fact that they were capable. Currently, in response to the need for information on jobs open to seniors, a flyer is sent to senior centers every two weeks including a listing of jobs where senior adults are encouraged to apply. The problems involved with seniors returning to college, such as transportation difficulties, parking, and inability to pay full tuition, are being addressed.

The funding for the Non-Traditional Student Programs comes out of the Educational Fund at Oakton Community College and is approximately $45,000 a year. CETA has provided two people, budgeted at $16,000. The operating expenses pay for themselves. Slight fees charged for programs pay for the mailing, speakers, and rental expenses incurred.

Additional staffing for the Non-Traditional program is being sought for 1979. With the Adult Career Resource Center moving toward becoming a Community Counseling Center, a fee structure is likely to be established and implemented.

Project JOIN (Job Options and Innovations) - Madison, Wisconsin.

Project JOIN started as a 2½ year research and demonstration project sponsored by the U. S. Department of Labor, Employment and Training Administration under Title III of the Comprehensive Employment and Training Act. The project was designed to test the feasibility of job sharing within a state civil service system at the professional and paraprofessional level.

Fifty half-time positions were allocated to the project in order to compare satisfaction, productivity and general performance of workers in shared jobs with that of workers in equivalent full-time positions. The project commenced with a survey of 32,000 civil employees (questionnaires in paychecks) which revealed that 60% had some interest in part-time work. Outcomes to date include:

1. 44 positions, 80 people placed (44 of 80 had been full-time state employees who chose to reduce work hours)

   24% of the participants are men
   76% of the participants are women

   average education level is college graduate
   average work experience is 10 years
   average age is 35 (6 over 50)

2. Staff of project has been providing technical assistance to other states considering development of job-sharing programs.

3. JOIN has become a center for part-time employment endeavors in the state.

Full insurance coverage and all other fringe benefits have been made available on a pro rata basis. Seniority has been based on length of service with shared-time service computed the same as full-time.

Response by supervisors has been positive. Such advantages are cited as: two people to depend on during peak busy periods; flexible scheduling; increased productivity; and coverage during vacations and illnesses.

Wider Opportunities for Women - Washington, D. C.

Founded in 1965 as a small voluntary effort, WOW is now a national, non-profit organization that experiments with ways to provide equal employment opportunities for women. The organization, under the directorship of Jane Fleming, attempts to meet the need for better competitive information, the need for women to share experience and strength with each other, and the need for informed and effective advocacy. Located at Washington's downtown YWCA, the office, library-resource center, and meeting rooms serve women who drop in or who have a pre-arranged appointment. WOW was initially conceived as a clearinghouse of information on part-time work and study opportunities. The emphasis continues with an interest in part-time, flexible work schedules and shared jobs.

The paid staff of 25 administers several programs: The WOW Work Center, which is a job advisory, support and referral service paid for by fees and contributions; Work Options which serves low-income, unskilled women and women offenders most of whom are heads of household; WOW-New Careers, funded by D.C. Manpower Administration, which is a para-professional work-training and academic program for poverty-level workers. A Supported Work Program funded by six private foundations and the D.C.Criminal Justice Coordinating Board is a demonstration and a work/rehabilitation program for women offenders.

Publications produced and available: Washington Opportunities for Women; A Guide to Part-time Study in the Washington Area for the Educated Woman; a Directory describing women's employment programs throughout the country (forthcoming); and Careers for Peers manual for high school students.

Workshops and Conferences:
- Volunteer-to-Career Conference, 1970
- FOCUS - a series of career information workshops on college campuses
- Resume writing, uncovering job leads, etc.
- Upward mobility workshops

The Work Center, with membership of 200 costs $40.00 and includes two months use of Center, workshops and library resources, staff and job referral. There is a placement charge where there is direct referral.

WOW studies reveal the following were served (1966-1978)

The Work Center: 10,000 women
1,500 employers

26-45 yrs. of age . . . 50%
21-25 " . . . 25%
45+ " . . . 21%

90% having either BA or BS
30% " Masters
50% " continuous work history
25% recent college graduates
25% re-entering job market

The Supported Work Program: 79 women (1974-76)
64.5% completed program
34.1% successfully completed
30.4% still participating in training

The WOW approach includes peer career counseling and self-help techniques. A distinguishing feature is WOW's support of women on the job, including such efforts as mediating with a supervisor, assisting with transportation, child care, housing, family problems, legal counsel and remedial education.

The Center is currently planning a Women's Work Force coalition of women's job action and advocacy organizations, to be centralized in Washington, D.C., with lobbying capability.

Women's Educational and Industrial Union - Boston , Massachusetts

The Women's Educational and Industrial Union was founded in 1877 as a community service agency to alleviate such social issues as crowded housing and abusive labor conditions. The Business Agency of the Union began a clearinghouse for women "formerly of comfortable means, overtaken by circumstances" who needed to find work, thereby establishing the oldest women's employment counseling center in the country. The Union added domestic placements to its services in 1880.

The Business Agency, now operating as Career Services, acts as both a placement agency and a counseling service, specializing in college graduates interested in careers other than teaching. The Union serves college-educated women from the Greater Boston area.

Major funding comes from the Women's Educational and Industrial Union Shop, a gift shop located in a fashionable shopping district in Boston. Additional funding comes from tuition from courses and workshops and placement fees. There is no charge for individual counseling.

The major goals of Career Services are the provision of career counseling, preparation for employment, and career change. Services include information on occupations and careers, job listings, career counseling, job interview skills, resume and application writing, and job placement. Individual counseling and workshops are the most-used activities. A career resource center is maintained which houses career-related books and extensive local job listings. A typewriter is also provided for those wishing to type resumés. Recent workshops include: "Occupational Outlook for 1978", "The M.B.A. for Women", and "Creative Careers for Retirement".

Career Services maintains close relationships with private employers and is a member of the Boston "Women's Work Cooperative" and Catalyst. The most prominent barriers to growth are a shortage of financial resources and difficulty in contacting an audience. Fifty percent of clients learn about the organization through agency and client referrals. All methods of follow-up are used, including surveying and workshop participants.

Ninety-five percent of clients are women; 95% are professional, managerial, or supervisory workers. The agency serves 4500 women per year and employs four full-time professionals, all college graduates.

The Career Services division of the Women's Educational and Industrial Union is well-established and safely funded. It has undergone several transformations in its century of existence, each time in response to specific needs of the Boston area. Since Boston is a magnet for well-educated young women, Career Services meets the well-defined need of this population for assistance in finding managerial positions.

NOTEWORTHY PROGRAMS BY CATEGORY

Colleges

National Institute for Career Development
Doane College
Crete, Nebraska

The Institute provides consulting services to colleges, high schools, individuals in setting up career internship programs. In addition, it hosts national meetings and conferences on career-related issues, initiates research and operates a model career program on Doane campus that integrates the career development concept into existing courses and programs.

Community Colleges

Bergen Community College
Paramus, New Jersey

The community college, in conjunction with the Bergen County Community Action Program, is involved in a pilot project for unemployed, underemployed adults and out of school youths. The CETA clients targeted for this pilot are being helped to become informed partners in the development of their Employability Plans.

Suburban Career Center Consortium
California Community Colleges

As a result of a consortium, career guidance centers have been established at eleven colleges and efforts to achieve articulation with feeder high schools initiated. In addition, workshops for representatives from member colleges are conducted on concept of career consortium and to introduce computerized career information systems.

Community College of Philadelphia
See "Peer Counseling"

Oakton Community College
See "Case Studies"

Universities

CIRCA (Career Information Resource Center), University of Arizona
Tucson, Arizona

Career counseling is made available to out-of-school individuals in Tucson. The Center also serves as training center for graduate students in counseling and guidance. Excellent manual on establishing a counseling center is available.

The University of Kansas Adult Life Resource Center
Lawrence, Kansas

The Center adapts research about how adults develop over the life span and how changing social institutions, such as work and the family, affect the developing adult to the adult career and education counseling program. Excellent manual and materials developed around life cycle needs is ready for dissemination.

Universities (Continued)

Oakland University Continuum Center for Adult Counseling and Leadership Training (formerly The Continuum Center for Women) Rochester, Michigan	One of the oldest university programs for women, The Continuum Center opened in 1965. During the 1965-1969 period the Center was funded by the W.K.Kellogg Foundation. The Center founders adapted Holland's Self-Directed Search approach to their clients and developed workshops and courses for personal and career life planning. The Strong-Campbell Interest Inventory and Wonderlic Personnel Test are used to encourage participants to use interests avocationally as well as vocationally. See: Ruth Seay "The Continuum Center for Women: Education, Volunteerism, Employment" Battle Creek, Michigan, 1973.
The University of Wisconsin Community-Based Educational Counseling for Adults Madison, Wisconsin	See "Case Studies"
Peer Counseling	
Community College of Philadelphia Philadelphia, PA.	Peer counselor program is adapted from Alan Ivy's Microcounseling. Peer counselors commit one year; ten in program at a time. Training is intended to enable educational counseling,not personal therapy. One to three weeks involved in acquiring college information, additional time in "attending behavio:", referral training and registration training. Dean of Students hires trained counselors to staff admissions office.
Aspira Compadre Helper Program New York, N.Y.	The Compadre Helper Program trains school personnel, counselors and teachers to use a peer counseling method adapted especially for Hispanic adults. The New York State Education Dept. funds this program of training which is designed to create a pyramid effect-teachers training teachers who train adults/students, who train peers. The concept is based on the compadre spirit which is natural to the Spanish culture. The carefully sequenced training program is a modivied version of Alan Ivy's Peer Counseling approach.
Older Adults	
Pre-Retirement Options Madison, Wisconsin	This is a federally funded project (Intergovernmental Personnel Act) designed to assess the employment needs of the older worker within the Wisconsin Civil Service System. A manual is being produced identifying work options available to employees approaching retirement; i.e.retire completely at 65; prior to retirement,reduce hours and work on a permanent part-time basis until 65 or beyond; continue to work full time beyond 65; retraining/second career. Included is information on how each of these options will affect Social Security, Health and Life insurance, Retirement Annuity. A working paper will be developed outlining the procedures in order that industries or other units of government can replicate these efforts.

Older Adults (continued)

Valley City State College Valley City, N. Dakota	College arranges information support groups for older students.
Western Washington University BRIDGE PROJECT, Fairhaven College Bellingham, Washington	The BRIDGE PROJECT is an attempt to create a multi-generational learning environment using the facilities of a small, experimental cluster college of Western Washington State College. It includes components for citizens living in residence who are over the age of fifty-five, persons aged 25 to 55 who are enrolled in the college program, and a day care center for children from two to five.

Credit for Life Experience

Kent State University Project DOVE (Development, Opportunity, Vocation, Education) Kent, Ohio	Information on how to get credit for life experience is part of career and educational counseling.
NYCTI (New York Community Training Institute)	Workshops are offered in Life and Work Experience Portfolio Building. Information provided regarding schools in the New York area granting credit for Life Experience. Guides have been developed to assist individuals in expressing life experiences for employment purposes and for academic credit.

Special Populations

Choices and Careers-Free to Choose Madison, Wisconsin	Directed to Indian girls, the program was designed to develop career decision-making skills.

Telephone

Connecticut Center for Continuing Education (a division of Fairfield University) Fairfield, Connecticut	In addition to Women's Bureau for reentry women, courses in Career Entry and Career Direction, the Center runs a Title I project, "Connecticut Continuing Education Awareness Program". Adults call a telephone counseling service and are sent a continuing education workbook which contains general education information, specific local education and training opportunities information, and some self-assessment questions. A second telephone session explores options and amplifies workbook. Telephone counselors are adult continuing education students.

Telephone (continued)

FIRST (For Information and Referral Services Toll-free), University of Kansas Lawrence, Kansas	FIRST is a free WATS telephone information service providing knowledge about education and career opportunities in Kansas. Sponsored by the University of Kansas, the FIRST line is available to callers 23 hours per week. Most inquiries are responded to immediately; in some cases additional research is needed and the information is mailed. Referrals are made to appropriate KU resources.
Career Counseling Service Rhode Island	See project description under "Case Studies"

Self Help

Experience Unlimited Oakland, California	EU is a non-profit, self-help volunteer organization for executives, administrators, scientists, engineers and other profession experts seeking employment. There are no fees for services offered; each member spends 4 hours weekly staffing phones, contacting employees and counseling new members. Approximately 130 active members involved in weekly meetings which are geared to help them secure and conduct interviews and prepare resumes. A Professional Manpower Bulletin listing is available. Mini-profiles of members are mailed to 5000 business and industrial firms in area. Membership open to men and women of all ages. Office hours are 8:30-4:30 each day.

Consortium

Women's Resource Center Grand Rapids, Michigan	Originally established in 1970 as part of the Extension Service of Michigan State University, the Resource Center became a separate consortium of colleges and universities in 1971. Envisioned as dealing with more aspects of a woman's life than education, the Center helps women develop a Plan for Action. Initial encounter is with a peer counselor (a trained volunteer who received 32 hours of instruction). Individual counseling and workshops are available thereafter. Consortium includes: Aquinas College, Calvin College, Grand Rapids Junior College, Grand Valley State Colleges, Davenport College, Hope College, Michigan State University, University of Michigan, and Western Michigan University.
Adult Education Information Center Indianapolis, Indiana	The AEIC is designed to assist people in determining their educational needs and in locating educational opportunities which meet scheduling and situational requirements.
Mid-Missouri Associated Colleges and Universities	Established in 1964, this consortium of Stephens College, Columbia College, University of Missouri, Central Methodist, William Woods, Westminster College, and Lincoln University supports a computerized Career

Consortium (continued)

Information Center. A computer terminal in each institution provides college related career opportunities information.

Extension Programs

Cooperative Extension Service
Iowa State University
Ames, Iowa

This informal educational organization funded and guided by a partnership of federal, state, and local governments, carries out programs in agriculture, natural resources and the environment, home economics, for 4-H and other youth, and community resource development. Headquarters at Iowa State University.

Continuing Education and Extension Counseling Department
University of Minnesota
Minneapolis, Minnesota

Counseling and advising services are offered without fee to current and prospective students. Test battery available; carries fee. Special counseling is available for veterans.

Business and Industry Programs

Lawrence Livermore Laboratory
Livermore, California

A regular series of workshops which involve assessment of interests, values and abilities is open to all employees. Through workshops and individual personal counseling, employee develops a career strategy plan. Two counselor trainers and one career information specialist devote full-time to program. Excellent manual, "Guide to Career Planning and Development" has been developed which can be ordered from the organization.

Kimberly-Clark Corporation
Neenah, Wisconsin

Each eligible employee is allotted an annual sum of money for self-development. The allotment is the "personal bank account" on which the employee can draw. (Typical allotment in 1976 - $480.) Courses taken may be either job-related or not. (Experience shows that 89% are job-related.) In addition, there is a Family Education Savings Account to which the company annually puts in 25% of the employee's own allotment. A report of September, 1976, showed that over 2700 of 7300 eligible employees used plan. In 1977, 38% of employees participated. Materials available from Kimberly-Clark.

3M Company
St. Paul, Minnesota

Career development workshops, involving meetings with employees and supervisors, promote growth on current jobs. Occupational counseling is available to assist employees in assessing qualifications and in career decision-making. A Career Information Service provides self-counseling materials.

Business and Industry Programs (continued)

IBM San Jose, California	Career planning program includes annual personal development interview which results in Employment Development Plan and a two-day workshop which provides group support for six people who pursue a series of life/career planning exercises. Produced as a result of program are: Workbooks, Career Management Bibliography, a Personal Growth and Vitality Inventory, and numerous articles written or edited by IBM's Donald B. Miller.
Boeing Seattle, Washington	Employee program helps individuals prepare themselves for more challenging and rewarding jobs. Job category list is made available which correlates job descriptions, training necessary and community colleges, vocational/technical schools and company courses where training is given.
General Electric Management Development Institute Crotonville, New York	Walter Storey has developed career exploration manuals called: Career Dimensions I, II, III and IV which support individual career planning in the company context.

Proprietary Organizations

C. L. Carter, Jr. & Associates, Inc. Richardson, Texas	Services include: No cost registration which entitles individual to matching service with employer listings. Career Counseling, Guidance, Direction at $40 per hour, which can be broken down by ½ hours. Career Evaluation, Analysis and Counseling at $250 is an in-depth personal evaluation and exploration of alternatives. Resume preparation - $80. Confidential search - fees vary.
Individual Development Center Seattle, Washington	The ID Center, which charges participant fees, offers career/life planning seminars in Pacific Northwest communities.
Life Management Services, Inc. McLean, Virginia	Each student pays $650 for intensive live-in one-week career and life planning workshop or for 10-session course in career and life planning. The program is geared to help the person uncover the full range of marketable assets and then to effectively communicate skills and abilities.
Anita J. Goldfarb Northridge, California	Three session individual planning program includes aptitude and interest testing for $75.00. Resume consultation and decision-making counseling are $25.00 each. Self-help counseling, a one-session consultation and use of a workbook, is $35.00.

NOTEWORTHY PRACTICES

Name and Location	Feature	Practice
New Directions for Women	Displaced Homemaker	Since 1976, revenue from CETA, Maryland Committee for Humanities and Public Policy, and from Maryland State Department of Human Resources has supported a Center for Displaced Homemakers which has become the model for centers developing across the country. New Directions was founded in 1972 as a no-fee clearinghouse for women on education, volunteer, and employment opportunities. Additionally, the Center provides telephone contact on a 24 hour basis.
Educational Exchange of Greater Boston Boston, Massachusetts	Directory	Operating continuously for 86 years, this public-service organization offers free educational information and counseling to adults as well as publishing a catalog, Educational Opportunities of Greater Boston.
Career and Vocational Advisory Service Boston, Massachusetts	Project Re-Entry Project New Entry	CVAS, in existence since 1956, began Project Re-Entry in 1976 to help women re-enter the labor force. Through unsalaried interships and on-the-job training, women lacking training or confidence are prepared to re-enter the working world. Project New Entry is for men, focusing on career transition with internship option.
VGS (Vocational Guidance Service Division), Inc. Houston, Texas	Sponsorship	This United Way agency sponsors three separate career guidance programs. Central Counseling and Placement, Employment Related Services and the Women Work for Work Program. The first is on a sliding scale fee basis; the second is designed for AFDC recipients and the third is a CETA Title VI Special Project.

Name and Location	Feature	Practice
Women's Career Center, Inc. Rochester, New York	Sponsorship	Original funding was 3-year grant from Junior League of Rochester.
Information and Counseling Service for Women New Haven, Connecticut	Sponsorship	Created in 1969 as Yale University's Women's Organization, the organization was renamed in 1973 and services made available to greater New Haven community. Grants from the Junior League, Yale University and Presbyterian Women of America support services.
Job Advisory Service Pittsburgh, Pennsylvania	Sponsorship	Private foundations including the Junior League and donated services from area colleges help to support services to general public.
Aware Advisory Center, Inc. YWCA Santa Monica, California	Sponsorship	Trainees in counseling method pay fee ($30) for instruction and then commit to 100 hours of service to Aware. Service is in form of staff time for walk-in individualized career and educational counseling, maintenance of resource library and referral file, and leadership of group sessions and workshops. Aware certificate is granted upon completion of training program.
Winners,- Women's Inner-City Educational Resource Service, Inc. Roxbury, Massachusetts	Inception and Linkages	Describing itself as an "autonomous, community-based organization of inner-city women", the organization grew out of a two-year (1971-1973) Study Group supported by a grant from the John Hay Whitney Foundation in cooperation with Tufts University. Winners negotiates with educational and training institutions for occupational training programs for members and then screens, counsels, and ensures "classroom readiness" of candidates. Publishes "The Urban Women's Guide to Higher Education in Metropolitan Boston".
Women's Career Center - YWCA South Bend, Indiana	Staffing	Counseling student interns from Indiana University supplement professional staff.

Name and Location	Feature	Practice
Brevard Community College Cocoa, Florida	Program	WENDI (Women's Education Development Incentive) program funded under CETA, Title 1, is an intensive 5-week, 75 hour course to help women to identify and clarify goals for education preparatory to entering work force. For disadvantaged women in Brevard County, the program tends to serve high school graduates between 35-55 who have been out of the labor pool for some time.
The Professional Roster Princeton, New Jersey	Promotion of Alternative Work Schecules	This non-profit organization, run exclusively by volunteers, is developing a Job-Sharing Information Center. The Center will encourage local community and business interests to consider making alternative work options available.
Flexible Careers Chicago, Illinois	Promotion of Flexible Work Schedules	As a non-profit consultation service for re-entry or career changing women of all ages and backgrounds, the organization works to stimulate women's interest in and corporation's acceptance of flexitime and job sharing.
New Ways to Work Palo Alto, California	Promotion of Flexible Work Schedules	See "Case Studies"
Episcopal Community Services San Diego, California	Community-based social service agency with multiple advocacy functions	The organization, in concert with other community agencies, is attempting to discover alternative ways to deliver social services. As part of San Diego Community Congress, which is a 50-member community care coalition, the organization receives money from Regional Employment and Training Consortium which is the prime sponsor for CETA programs. Employment is understood as part of total service package to participants. Youth, ex-offender, handicapped, and undocumented aliens are assisted.
Mid-Life Career Program SUNY Stonybrook, New York	Career Change Program	An 8-session, non-credit course combines the Strong Campbell, self-assessment exercises, individual counseling, interview and resume writing skills building, co-sponsored by SUNY and Nassau and Suffolk County libraries. Course taught by university faculty. See also Paltridge study.

Name and Location	Feature	Practice
Marylhurst Education Center Marylhurst, Oregon	Life Planning Studies Program and Life Planning Center	Life Planning Studies is a series of courses (some for credit) which deal with life enrichment, self-evaluation, decision making, life/career planning, self-identity issues and options available in paid employment, education or volunteer work. The Center provides testing, career counseling and information services.
Harrisburg Adult Learning Center	Persistence through changes in funding sources, site dislocation, vandalized premises because of community support and individual success stories.	Administered by city schools, the Center provides adult education programs to difficult-to-employ disadvantaged residents. A competency-based diploma program graduated 40 students after 2 years; an Indo-Chinese program assisted 600 refugees in English. language and culture.
Resource Center for Women Palo Alto, California	Extensive use of volunteers and professional fee sharing	Eighty volunteers plus small salaried staff handle more than 1500 client contacts a month. Volunteers receive on-the-job training and are given chance to learn new skills. 1000 members pay membership fee of $15 to support organization. Professional counselors are paid fee of $15 ($10 is retained by counselor and $5 is paid to Center).
Options for Women, Inc. Philadelphia, Pa.	Emphasis on executive or professional placement	Options offers career development workshops for employed women. The emphasis is on executive placement. Additionally, Professional Effectiveness workshops are provided for the Institute of Paralegal Training. Consultation services are available to business and government regarding affirmative action programs.
Women's, Inc. Hinsdale, Illinois	Executive placement	Career planning and awareness seminars are offered for women in management. Women are helped to develop a "leadership style". Organization's goal is to put "New Girl Network in Action".

Name and Location	Feature	Practice
Women's Enterprises Boston, Massachusetts	Non-traditional opportunities	Program in cooperation with Wentworth Institute - Women in Electronics funded by consortium of private foundations. Over 70% placement rate. Starting program for energy conservation technicians.
Non-Traditional Occupations (YWCA) Boston, Massachusetts	Non-traditional	Funded by CETA under Title III, this 16-week training program provides actual work experience in building maintenance trades. Trainees work along with experienced maintenance workers; receive $2.56 an hour wage, 40 hour week. Geared for low income women, the program includes physical fitness training and counseling.
Non-Traditional Job Opportunities Lower Columbia College Longview, Washington	Non-traditional	CETA funding supports this program of preparation for paid employment that is operated out of the Women Studies program of the College. Program consists of weekly sessions which promote job readiness skills and the development of an Employability Plan.
Better Jobs for Women Denver, Colorado	Apprenticeships	See "Case Studies"
Women's Freedom of Choice Ft. Lauderdale, Florida	Voucher	CETA prime sponsor - Broward Manpower Council contracts for a 2-week, 40-hour workshop orientation after which participant receives a voucher to pay part of the cost of classroom instruction, on-the-job training or public service employment. Voucher also good for supportive services, such as child care and transportation. Classroom training in such occupations as truck driver, court reporter, dental technician and nursing aide are selected by half of those with vouchers; 10% selected on the job training in such jobs as boat painting, scuba diving and welding.

Name and Location	Feature	Practice
Wisconsin Job Placement Project Madison, Wisconsin	Job placement and counseling teams	Coopertive venture of the Wisconsin Department of Public Instruction and the Wisconsin JOB Service supports job placement teams consisting of school vocational coordinator, school counselors and Job Service placement specialist. Teams provide career counseling, employability skills, labor market information to disadvantaged youth. PAC (Personal Approach to a Career) packet developed for project.

CHAPTER IV

SURVEY RESULTS

Introduction

In May of 1978, 353 survey questionnaires were sent to centers which had been indentified as appropriate to the Adult Advocates Study during the initial seven months of the project. Appropriateness was determined on the basis of one major criterion - the center or program must provide services to adults (out-of-school youths included) in the general public. Programs limited to enrolled students or to alumni were not included. In a few instances, however, survey questionnaires were sent to corporations that restricted services to their employees. These programs tended to withdraw themselves from consideration by not completing or returning the questionnaire.

Furthermore, the questionnaire was sent only to centers offering career or educational counseling or a combination of both. Centers involved primarily in crisis intervention were excluded. Most of the centers queried delivered services directly to clients. Exceptions were made in the case of some computer systems where the organization provided services to school or employment service professionals who, in turn, delivered services directly to clients.

The survey sought to be descriptive rather than evaluative regarding the services provided. The questionnaire was designed to elicit data regarding operating practices and policies. Major clusters of items include: (1) geographic variables - population and type of geographic area; (2) client descriptor variables - sex, age, race, income, occupational categories and employment status; (3) categorization variables - categories and objectives of programs; (4) funding variables - primary and secondary sources of direct funding and other financial support; (5) service variables - number of persons served; types of services offered, methods utilized, cost to clients, locations of activities, and types

follow-up; (6) staffing variables - numbers, training, and experience of staff in three categories (full-time professional, part-time professional, and volunteer); (7) external coordination variables - extent and type of cooperation with other agencies and programs; and (8) marketing variables - how clients learn of program and types of promotion used. Additional topics include: obstacles to growth, attitudes regarding clients, length of time in existence and a brief description of the program.

One hundred twenty-eight questionnaires were returned and have been analyzed in three ways. First, the information has been compared with information gathered from brochures, telephone inquiries, and field research (on-site interviews) about the program. Second, frequencies and measures of central tendency have been computed. Third, correlations between items were calculated to provide additional data. Since the sample is selective rather than random, no statistical inferences or generalizations can be made regarding all programs in the United States. However, the returns seem to represent the programs that exist at large. The breakdown by category is as follows: colleges, community colleges and universities - 49; women's centers - 15; libraries - 13; consortia - 12; federally sponsored - 11; state sponsored - 8; profit making - 6; others - 14. The 128 centers appear to reflect in proportion the presence of programs existing on the national scene. Stopping short of declaring the returns a true representative sample, it is still reasonable to assert that the respondents form a kind of microcosm of the whole and the results discussed here are indicative of the conditions and trends experienced at large. Certainly the outcomes described provide knowledge regarding (1) geographic patterns - the types of funding received by programs in particular geogrphic areas and by programs in densely or sparsely populated areas; (2) funding patterns - types of funding by categories, program objectives,

other service variables, client descriptor variables, and cost of service to clients; (3) service patterns - types of service by program objectives, location, cost to clients, numbers, sources of support, degree and type of cooperation with other programs and agencies, obstacles and referral activities; and (4) staffing patterns - the training and experience of those providing guidance and counseling services.

Survey Results

The affiliations of centers as reported are recorded below. The largest percentage of programs (33.3%) are affiliated with colleges, universities or community colleges.

A F F I L I A T I O N

Affiliation	Number Reporting	Percent of Response
Community College	6	4.7
Consortium	12	9.4
Library	13	10.2
State Agency	8	6.3
College, University	43	33.6
Women's Center	15	11.7
Social Service Agency	9	7.
Federal Agency	11	8.6
Self Help	1	.8
School District	4	3.1
Profit-Making	6	4.7
TOTAL	128	100 %

The tendency to establish career and educational counseling centers has been evident in recent years in colleges and universities across the country. The trend is responsive to the influx of older students, the proliferation of alternative degree programs and the increasing emphasis on training or retraining for career advancement or career change. Some centers reflect the efforts by colleges and universities to attract a new student constituency in the face of dwindling enrollment by traditional students. The chart "Description of Organization" further reveals the preponderance of college and university sponsorship.

DESCRIPTION OF ORGANIZATION

Description	Number Reporting	Percent of Response
Neighborhood Center	11	8.9
Social Service Agency	19	15.4
Recreation or Park Agency	1	.8
Secondary School	1	.8
Community or Junior College	7	5.7
Volunteer or Fraternal Organization	3	2.4
University or College	32	26.0
Trade, Technical School	1	.8
Business, Corporation	4	3.3
Other	44	35.8
TOTAL:	123	100.0%

Other

Library
Educational Broker
National Manpower Institute Collaborative Council
Admission and referral center for 105 independent colleges and universities
Inter-agency consortium
Storefron t Educational Counseling
Public Broadcasting Station
Regional Center for State Higher Education Board

Women's Centers represent a notable percentage (11.7%) of the total, and even this figure is misleading because of two factors. Many of the centers categorized as college or university centers are either solely or predominantly utilized by women. Additionally, many of these institutions of higher education currently have "adult" centers which originated as "women's" centers and are still in transition. The return of women to school and their entry and re-entry into the labor market in increasing numbers is mirrored in the number of female-dominated programs.

Libraries (10.2%) and consortia (9.4%) make up noteworthy parts of the responses. As previously discussed, libraries and coalitions of government, corporate and educational organizations are emerging as significant adult advocates.

The affiliation and description charts viewed together reveal the typical sponsorship of advocacy centers. Social service agencies account for an appreciable number. The "Location" chart further substantiates the usage of schools and colleges, followed by libraries and community centers. Note the number of programs housed in YMCAs and YWCAs. "Other" in the location chart (following page) refers to storefront offices, city halls, hospitals, jails and county offices, Bureau of Employment Security offices and shopping malls.

LOCATION WHERE ACTIVITIES TAKE PLACE

- Rank -

N Col.Pct.	Most Often 1	2	3	4	5	6	7	Least Often 8
School, Comm. College	46 33.1	13 18.8	6 11.8	2 5.7	1 5.0			
Comm. Centers	9 6.5	17 24.6	12 23.5	7 20.0	1 5.0	1 8.3		
YMCA, YWCA	11 7.9	4 5.8	6 11.8	5 14.3	5 25.0	2 16.7		
Corp.	5 3.6	2 2.9	4 7.8	8 22.9	3 15.0	1 8.3	2 40.0	
Churches	2 1.4	4 5.8	4 7.8	4 11.4	4 20.0	6 50.0		
Private Homes	2 1.4	1 1.4		1 2.9	5 25.0	1 8.3	3 60.0	
Libraries	19 13.7	8 11.6	17 33.3	6 17.1	1 5.0	1 8.3		
Other	45 32.4	20 29.0	2 3.9	2 5.7				
	139	69	51	35	20	12	5	

Clearly indicated in the chart below is the uneven distribution of services, overwhelmingly clustered (58.6%) in urban areas with population over 250,000. When considered together, 90% of the centers service areas with a population in excess of 25,000.

POPULATION OF AREA OR COMMUNITY THE CENTER SERVES

Population	Number Reporting	Percent of Response
5,000 or less	2	1.6
5,001 to 25,000	7	5.5
25,001 to 50,000	10	7.8
50,001 to 250,000	31	24.2
Over 250,000	75	58.6
Serves all	3	2.3
TOTAL:	128	100.0%

Colleges and universities tend to achieve greater breadth in reaching all areas of population (dense as well as sparse areas). Consortia and federal agencies also manage to reach out to all areas. Women's centers tend to cluster in more heavily populated areas.

Examining affiliations by types of areas shows that urban inner city areas are served primarily by colleges and universities, women's centers, federal and social services agencies; urban residential areas are serviced predominantly by colleges and universities and profit-making organizations; suburban areas and small towns are especially well served by colleges and universities. Rural areas, according to this survey, are little served.

Funding

Funding is primarily derived from public, tax supported sources. Private support and client fees do not figure importantly as major sources for support

or of program continuance. Yet, client fees assume greater significance as a secondary source of support. Tuition and course fees account for a notable "Other" source for primary and secondary funding.

PRIMARY SOURCE OF FUNDING

Funding	Number Reporting	Percent of Response
Public, Tax Supported	71	57
Privately Supported	18	15
Client Fees	8	6
Membership Fees	3	2
Other	25	20
TOTAL	125	100%

SECONDARY SOURCE OF FUNDING

Funding	Number Reporting	Percent of Response
Public, Tax Supported	12	17.4
Privately Supported	11	15.9
Client Fees	24	34.8
Membership Fees	7	10.0
Other	15	21.7
TOTAL	69	100.0%

Other - Primary and Secondary - Sources of Funding

United Way
Tuition
Fees and contracts for courses
Consortium fees paid by user agencies

The Support Chart on the following page breaks down the backing agencies more explicitly. The federal and state involvement is of considerable importance followed by participant fees and then private sources. Note, however, the differential between public support and factors that would produce self sufficiency.

SOURCES OF SUPPORT

- Rank -

Support	N Col.Pct.	Most Imp. 1	2	3	4	5	6	7	8	Least Imp. 9
	State, Local Govt.	46 31.7	23 21.1	6 8.2	2 4.3	3 10.0	1 6.2		1 50.0	
	Federal Govt.	45 31.0	22 20.2	9 12.3	3 6.4		1 6.2			
	Private Sources	12 8.3	7 6.4	14 19.2	3 6.4	3 10.0	1 6.2	1 14.3	1 50.0	
	Donated Services	7 4.8	12 11.0	11 15.1	18 38.3	3 10.0	2 12.5	1 14.3		
	Donated Materials	2 1.4	3 2.8	8 11.0	4 8.5	9 30.0	3 18.8	3 42.9		
	Partic. Fees	19 13.1	19 17.4	6 8.2	6 12.8	4 13.3				
	Sales of Services	2 1.4	4 3.7	5 6.8	3 6.4	4 13.3	5 31.2	1 14.3		
	Tuition From Courses	6 4.1	17 15.6	11 15.1	8 17.0	3 10.0	2 12.5	1 14.3		
	Others	6 4.1	2 1.8	3 4.1		1 3.3	1 6.2			
		145	109	73	47	30	16	7	2	

Length of Operation

The centers are generally of recent origin. The survey revealed that most (60%) have been operating 5 years or less. The mean duration is slightly over 3 years. The chart "Length of Operation by Affiliation" shows that colleges and universities have been providing service the longest, followed by women's centers.

LENGTH OF OPERATION:

	Number	Percentage
Under 1 year	9	7.4
1-2 years	23	18.9
3-5 years	41	33.6
Over 5 years	49	40.2
	122	100.0%

Mean - 3.066 years Median - 3.207 years

LENGTH OF OPERATION BY AFFILIATION:

N Col.Pct.	Under 1 year 1	1-2 years 2	3-5 years 3	More than 5 yrs. 4
Community College	1 11.1	0	3 7.3	2 4.1
Consortium	2 22.2	6 26.1	3 7.3	1 2.0
Library	2 22.2	4 17.4	5 12.2	2 4.1
State Agency	1 11.1	2 8.7	2 4.9	2 4.1
College, Univ.	1 11.1	7 30.4	11 26.8	20 40.8
Women's Center	1 11.1	1 4.3	5 12.2	8 16.3
Social Service	0	1 4.3	2 4.9	6 12.2
Federal Agency	1 11.1	1 4.3	8 19.5	0

Chart continued on next page.

LENGTH OF OPERATION BY AFFILIATION (continued):

Self Help	0	0	0	1 2.0
School District	0	0	1 2.4	3 6.1
Profit Making	0	1 4.3	1 2.4	4 8.2
	9	23	41	49

Cases - 122

Purpose

Career Counseling is the avowed purpose of the majority of centers reporting. Ranked very high also is career change. But academic counseling follows career counseling as a purpose of primary or secondary importance. Preparation for paid employment is a noticeably significant purpose. Employment adjustment and coping better with problems is of middling import in center functions. Preparation for retirement accounts for little emphasis; yet, later questions reveal some developing interest in this area. (See chart on following page.)

Examination of the correlation between purpose and affiliation reveals important connections between career counseling and community colleges and social service agencies; academic counseling is significant in consortia, federal agencies and colleges and universities; preparation for paid employment is of main interest in college and university programs, women's centers, state agencies and consortia.

PURPOSES OR OBJECTIVES OF PROGRAMS

- Purpose -

	- Rank -						
N Col.Pct.	Most Imp. 1	2	3	4	5	6	Least Imp. 7
Prep. for Paid Employment	16 11.0	25 17.6	19 17.8	28 31.1	6 8.1	1 2.0	1 3.4
Career Counsel-ing	68 46.6	37 26.1	11 10.3	3 3.3	1 1.4		
Coping Better With Prob.	9 6.2	10 7.0	7 6.5	15 16.7	16 21.6	15 3.1	3 10.3
Prep. for Retirement	1 0.7	2 1.4	3 2.8	2 2.2	9 12.2	12 24.5	21 72.4
Academic Counsel-ing	34 23.3	24 16.9	18 16.8	10 11.1	6 8.1	6 12.2	3 10.3
Employ. Adjust-ment	4 2.7	9 6.3	12 11.2	19 21.1	26 35.1	10 20.4	1 3.4
Career Change	14 9.6	35 24.6	37 34.6	13 14.4	10 13.5	5 10.2	
	146	142	107	90	74	49	29

Methods

Individual counseling vastly outdistances all other delivery methods. Discussion groups, information bulletins, telephone services and courses are ranked (in order) as methods used predominantly. Note rankings of methods indicated by reporting centers on the chart on the following page.

"Others" includes non-credit courses, support groups, computer services, testing and experiential exercises.

Correlating method and affiliation indicates that discussion groups and peer counseling are most important to colleges and universities. Programmed materials are utilized by consortia, libraries, and state agencies. O-J-T programs are featured mostly in colleges and universities and women's centers and telephone services are featured in consortium and library centers.

Costs

A somewhat surprising outcome is the cost information furnished by the survey. Almost 58% of the centers do not charge for services; 70% charge less than $5.00. Some of those programs which require a fee, charge several hundred dollars for services rendered. A few colleges and universities charge for courses which purport to counsel and profit-making or proprietary agencies charge for counseling, for seminars and workshops, and occasionally for placement services. The "Cost" charts appear on page 118.

METHODS USED IN PROGRAMS

- Rank -

N Col.Pct.	Most Imp 1	2	3	4	5	6	7	8	9	10	Least Imp. 11
Regular Acad. Courses	11 7.6	4 3.3	5 6.2	6 9.1	2 3.8		3 10.3		1 7.7		
Disc. Groups	17 11.8	21 17.1	24 29.6	9 13.6	4 7.5	4 9.8	1 3.4		1 7.7		
Peer Training	7 4.9	4 3.3	7 8.6	6 9.1	5 9.4	7 17.1	1 3.4	2 10.0	1 7.7		
Media, Films, Etc.	1 0.7	3 2.4	2 2.5	1 1.5	11 20.8	6 14.6	5 17.2	4 20.0	3 23.1		
Prog. Materials	7 4.9	7 5.7	5 6.2	9 13.6	5 9.4	5 12.2	1 3.4	2 10.0	1 7.7	1 11.1	1 33.3
On-the Job Training	1 0.7	2 1.6	2 2.5	2 3.0	1 1.9	3 7.3	3 10.3	3 15.0	1 7.7	1 11.1	1 33.3
Infor. Bulletins	3 2.1	22 17.9	15 18.5	14 21.2	13 24.5	6 14.6	2 6.9	1 5.0	3 23.1	1 11.1	
TV, Radio	1 0.7	1 0.8	2 2.5	3 4.5	4 7.5	4 9.8	5 17.2	5 25.0	2 15.4	3 33.3	
Indiv. Coun-seling	71 49.3	25 20.3	4 4.9	6 9.1	1 1.9			1 5.0		1 11.1	
Tele-phone Services	9 6.2	17 13.8	9 11.1	7 10.6	6 11.3	6 14.6	8 27.6	2 10.0		2 22.2	1 33.3
Other	16 11.1	17 13.8	6 7.4	3 4.5	1 1.9						
	144	123	81	66	53	41	29	20	13	9	3

COST OF PROGRAM TO PARTICIPANTS:

	Number	Percentage
$ 1.00 or less	69	57.5
1.01 to $5.00	15	12.5
5.01 to $10.00	5	4.2
10.01 to $20.00	9	7.5
Over $20.00	22	18.3
	120	100.0%

COSTS TO PARTICIPANT BY AFFILIATION:

N Col.Pct.	$1 or less	$1.01-$5	$5.01-$10	$10.01-$20	Over $20
Community College	4 66.7	0	1 16.7	0	1 16.7
Consortium	5 45.5	1 9.1	0	3 27.3	2 18.2
Library	11 100.00	0	0	0	0
State Agency	5 62.5	2 25.0	0	0	1 12.5
College, Univ.	22 55.0	5 12.5	3 7.5	3 7.5	7 17.5
Women's Center	8 53.8	2 13.3	1 6.7	2 13.3	2 13.3
Social Service	3 33.3	2 22.2	0	1 11.1	3 33.3
Federal Agency	8 80.0	2 13.3	0	0	0
Self Help	1 100.0		0	0	0
School District	2 66.7	1 33.3	0	0	0
Profit Making	0	0	0	0	6 100.0
	69 57.5	15 12.5	5 4.2	9 7.5	22 18.3

People Served

According to the survey responses, the typical advocacy client is a white woman under 45. Women account for 71% of the clients utilizing services. Not evident in the racial figures is the fact that some centers confine their activities to Blacks or those with Spanish surnames. This practice suggests a discrepency between need and services available across the population at large. (See charts on pages 121 and 122.)

Since the majority of participants are women, it is understandable that they are unskilled or skilled in crafts or clerical tasks, long-term unemployed or under-employed.

The great variance in numbers served can be partially explained by the inclusion of computer program participants. While the typical center might counsel 125 a month, a computer operation can provide information to several thousand. In the breakdown of numbers served by affiliation, the differential between state agency programs (often computer-based) and the others is evident.

The Sex by Affiliation chart demonstrates the agencies which tend to serve men or women. The self-help organizations are predominantly men (although the number here is too small to be conclusive). State agencies also, as might be expected, counsel men. School district programs which tend to be adult skills centers or adult education centers and profit-making organizations, provide services to men. Women obviously are the targeted population of women's centers, but colleges and universities and community colleges report a high percentage of women clients. (See chart on page 123.)

The study showed that participants with incomes under $5000 are served by federal agencies and school district programs; those earning between $5000-$10,000 tend to use the social service agencies, community colleges, consortium

or libraries; those earning $10,000 or more are served by self-help or profit-making agencies and libraries.

Unskilled and semi-skilled workers use federal agencies and community colleges; skilled, crafts or clerical workers tend to use state agencies or community colleges; technicians and specialists gravitate to colleges and universities, school districts and profit-making organizations; professionals utilize self-help, profit-making organizations and women's centers; and managerial and supervisory personnel are counted among those who use profit-making organizations and women's centers.

The correlation between age and affiliation is expressed in the chart below. The two or three most important affiliations are listed in rank order.

AGE BY AFFILIATION

Under 30	Mean	Std.Deviation
State Agency	70.0000	14.7196
Federal Agency	65.6250	16.1328
Social Service Agency	40.2222	27.4170
31-44		
Community Colleges	45.0000	10.0000
Women's Centers	36.2000	17.5740
Colleges and Universities	35.1667	17.4692
45-54		
Self-Help	30.0000	0
Community Colleges	26.0000	8.9443
Women's Centers	24.8000	13.7986
55-64		
Self-Help	20.0000	0
Community Colleges	10.0000	6.1237
65+		
Self-Help	10.0000	0
Social Service Agencies	4.0000	5.0744

PEOPLE SERVED

	Mean (Percentage)	Standard Deviation
Sex		
Male	28.991	19.568
Female	71.009	19.568
Cases - 114		
Age		
Under 30	36.424	26.556
31-44	30.970	18.192
45-54	17.101	12.080
55-64	5.667	5.642
65+	2.212	3.411
Cases - 99		
Race		
Caucasian	72.359	25.713
Black	15.957	21.099
Oriental	1.337	2.860
American Indian	2.272	6.985
Spanish Surname	4.652	11.898
Other	1.446	3.280
Cases - 92		
Income		
Under $5000 annually	27.950	29.709
$5,000-$10,000 annually	32.150	23.402
$10,000+.	36.333	31.636
Cases - 60		
Employment		
Long-term unemployed	33.033	30.635
Underemployed	34.426	27.216
Part-time looking for full-time	11.803	15.148
Full-time looking for part-time	8.246	16.957
Cases - 61		

PEOPLE SERVED (continued)

	Mean (Percentage)	Standard Deviation
Occupational Status		
Unskilled or semi-skilled	29.494	30.857
Skilled crafts, clerical, service	22.456	19.110
Technicians and specialists	9.329	11.032
Professional	18.051	17.401
Managerial and supervisory	13.152	16.280

Cases - 79

	Mean Number	Standard Deviation	Cases
Number served - day	8.287	24.162	108
Number served - week	29.324	67.762	108
Number served - month	125.296	239.542	108
Number served - year	3584.963	19250.308	108

Number Served in Year by Affiliation

	Mean	Standard Deviation
Community College	1630.0000	945.7801
Consortium	1038.1818	1197.1785
Library	1499.1818	2017.2218
State Agency	50650.0000	99570.1930
College, University	2677.2857	3875.8804
Women's Center	1560.3846	1994.0604
Social Service Agency	1233.3333	1365.8783
Federal Agency	1415.0000	1538.4065
Self Help	500.0000	0
School District	1750.0000	822.5975
Profit-Making	355.0000	367.5935

Cases - 108

SEX BY AFFILIATION

	MEN			WOMEN		
	Mean	Standard Deviation	No.	Mean	Standard Deviation	No.
Community College	23.0000	7.5829	5	71.0088	19.5677	5
Consortium	35.5556	11.8016	9	64.4444	11.8016	9
Library	36.3333	8.8352	12	63.6667	8.8352	12
State Agency	52.5714	22.5008	7	47.4286	22.5008	7
College, University	24.8056	20.1704	36	75.1944	20.1704	36
Women's Center	3.0667	3.9182	15	96.9333	3.9182	15
Social Service Agency	33.7778	15.7224	9	66.2222	15.7224	9
Federal Agency	34.3000	6.0009	10	65.7000	6.0009	10
Self Help	70.0000	0	1	30.0000	0	1
School District	41.2500	2.5000	4	58.7500	2.5000	4
Profit-Making	40.8333	19.0832	6	59.1667	19.0832	6
			114			114

Services

The three major services cited by the centers questioned are: information on occupations or careers, career listings, and information on education programs. The next cluster of important services include: information on occupational training, information on financial aid, resume and application writing, and job interview skills. Noteworthy among the new or needed services are job listings, job placement and apprenticeship programs.

	Services Important in Present Project		New or Needed Services	
	Count	% of Responses	Count	% of Responses
Information on occup. careers	87	11.6	25	11.4
Information on basic skills	44	5.9	14	6.4
Information on occup. training	73	9.7	19	8.6
Information on educat. programs	83	11.0	8	3.6
Information on financial aid	65	8.6	25	11.4
Job listings	39	5.2	24	10.9
Career listings	84	11.2	16	7.3
Aptitude testing	33	4.4	8	3.6
Interest survey testing	53	7.0	7	3.2
G. E. D. testing	8	1.1	5	2.3
G. E. D. preparation	13	1.7	3	1.4
C. L. E. P. testing	6	.8	2	.9
C. L. E. P. preparation	15	2.0	3	1.4
Apprenticeship program	14	1.9	18	8.2
Job interview skills	57	7.6	14	6.4
Resume/application writing	59	7.8	9	4.1
Job placement	19	2.5	20	9.1
	752	100%	220	100%

New offerings tend to reflect interest in lifelong planning, career awareness and career change. Retirement preparation is beginning to be featured as are new careers for teachers. Work in general dominates program planning. Preparation

for work, knowledge of employment, education and training opportunities, and assistance in job acquisition are top priority items in new programs. Coping with change and stress, assertiveness training and developing leadership skills are also deemed important among new offerings. Note also the number of para-professional and peer counseling training classes.

Sources for new offerings tend to come from staff, directors, and faculty primarily; yet, a number of suggestions originated with clients, participants and volunteers.

Participation in planning and implementing new programs appears to involve staff, counselors, and directors, as might be expected. However, there are indications that committees, community leaders, and local planners are increasingly becoming involved.

Type of Assistance

Counseling services are provided on a telephone, appointment and walk-in basis at most reporting centers. Some centers (11%) operate on an appointment only basis; a few centers (4%) operate by telephone only; and fewer still (1%) operate exclusively as walk-in centers.

TYPE OF ASSISTANCE OFFERED

	Count	% of Responses
By appointment only	18	11.1
Appointment and walk-in	26	16.0
Walk-in only	2	1.2
Telephone and walk-in	8	4.9
Telephone, appointment, walk-in	85	52.5
Telephone and appointment	17	10.5
Telephone only	6	3.7
	162	100.0%

Cases - 122

Staff

The Staff chart details the staffing patterns of the centers responding. The variations in staffing accounts for the discrepancies in means and standard deviations. For instance, 11 centers reported having no full-time professionals, 1 center reported 54 full-time professionals. The majority (81) accounted for 6 or less full-time professionals. Part-time staff working under 20 hours is spread similarly; 72 centers have no part-time professionals, 1 center has 100,

another center 62, while 37 report 7 or less. Part-time professionals working over 20 hours are distributed variously. Eighty-two centers have no part-time in this category, 1 center has 10, 33 centers have 1 or 2 part-time. Volunteer assistance is extremely variable; 83 cases reported no volunteer staff, 1 case reports use of 300, another center uses 80. Twenty-three centers have 20 or more volunteers. Apparently, those centers utilizing volunteers do so heavily, but less than 10 hours weekly.

STAFF

	Mean	Standard Deviation
Full-time professionals	5.405	7.366
Part-time professionals (under 20 hrs/week)	3.372	11.362
Part-time professionals (over 20 hrs/week)	.777	1.563
Volunteers (under 10 hrs/week)	7.868	30.245
Volunteers (10-15 hours per week)	.802	2.912
Volunteers (15-20 hours per week)	.306	1.919
Volunteers (over 20 hours per week)	.091	.500

Libraries report more full-time professionals (mean of 10.7500), federal agencies next (9.5455), and state agencies third (7.3750). Part-time professionals under 20 hours are utilized most by libraries and social service agencies. Part-time professionals over 20 hours are employed by community colleges and women's centers. Volunteers (under 10 hours) tend to donate their services at self-help agencies, consortium and women's centers. Actually, all self-help personnel are volunteers. The "Consortium" category accounts for most of the volunteers utilized 10-15 hours a week.

Salary	Mean	Standard Deviation
Full-time professional (yearly)	12,085.042	6132.687
Part-time professional (under 20 hours-hourly)	2.689	4.119
Part-time professional (over 20 hours-hourly)	1.636	4.268

Salaries tend to be in the $12,000-$14,000 range for full-time professionals. Of 71 cases reporting yearly salaries, self-help agencies that employed a director paid $17,000; profit-making agencies paid $14,500; school districts and state agencies were next at $14,333 and $14,250 respectively. Part-time professionals were paid highest hourly salaries by social service agencies ($7.50). Mean wages by community colleges for part-timers is $6.43 and mean wages for colleges and universities is $3.02.

Staff Education

Center staff, according to the data collected, are well educated. Over 90% of the 112 centers responding hire directors with degrees beyond the baccalaureate; many with Masters and Ph.D.s. Similarly, full-time professionals (72%) have degrees beyond the B.A. (a high percent with Masters degrees). Noteworthy is the educational levels of part-time staff (58% with B.A. or more) and volunteers (35% with B.A. or more).

STAFF EDUCATION

Director	Number of Responses	Percentage of Responses
B.A.or less	9	8
M.A.or less	80	71.4
Ph.D.or Ed.D.or less	23	20.5
	112	100 %
Full Time Professionals		
No Higher Education	3	2.8
Associate Degree or less	7	6.6
B.A. Degree or less	20	18.9
M.A. Degree or less	66	62.3
Ph.D. Degree or Ed.D.or less	10	9.4
	90	100 %

STAFF EDUCATION (continued):

Part-time Professionals		
No Higher Education	2	2.6
Associate Degree or less	7	9.1
B.A. Degree or less	23	29.9
M. A. Degree or less	39	50.6
Ph.D. or Ed.D. or less	6	7.8
	77	100 %

Volunteers		
No Higher Education	6	9.5
Associate Degree or less	5	7.9
B.A. Degree or less	30	47.6
M.A. Degree or less	19	30.2
Ph.D. Degree Ed.D. Degree or less	3	4.8
	63	100 %

Previous Experience of Staff

For the most part, directors and full-time professionals of center programs had previous experience in similar paid jobs. Part-time professionals (32%) also had experience in similar paid jobs, although a significant percentage (31%) had previously been volunteers. Apparently, volunteers tend to continue volunteering with only 17% reporting previous paid jobs.

PREVIOUS EXPERIENCE OF STAFF

No. Pct.	Pd.Sim.Prog.	Vol.Sim.Prog.	Other,Pd.	Other,Vol.	None	Resp.	Valid Cases
Director	59	19	42	15	2	137	98
	43.1	13.9	30.7	10.9	1.5		
Full Time Prof.	51	12	37	6	4	110	83
	46.4	10.9	33.6	5.5	3.6		
Part-Time Prof.	32	19	29	11	2	93	63
	34.4	20.4	31.2	11.8	2.2		
Volunteer	3	17	14	22	5	61	41
	4.9	27.9	23.0	2.2	8.2		

Continuing Education

Non-credit courses are the preferred continuing education option for all center staff with in-house workshops a close second. In-service training tends to be the dominant education mode for part-time and volunteer workers.

CONTINUING EDUCATION OF STAFF

	Credit Courses	Non-Credit Courses	In-House Workshops	Responses	Valid Cases
Director	40	60	44	144	73
	27.8	41.7	30.6		
Full-Time Prof.	32	48	48	128	68
	25.0	37.5	37.5		
Part-Time Prof.	27	28	33	88	47
	30.7	31.8	37.5		
Volunteer	15	19	23	57	29
	26.3	33.3	40.4		

Follow-Up or Evaluative Activities

Almost 90% of the centers reported follow-up activities, although the most extensively used method is "encourage clients to keep in contact", which is the least reliable technique. Almost 22% surveyed report that they survey clients periodically, and an additional 23% contact clients by phone which are more informative methods.

FOLLOW-UP ACTIVITIES

Yes	111	89.5%
No	13	10.5
	124	100.0%

Methods Used	Count	% Responses
Encourage clients to keep in contact	92	27.0
Call clients on phone	78	22.9
Contact clients by letter	73	21.4
Survey clients periodically	74	21.7
Contact employers	12	3.5
Other	12	3.5
	341	100.0%

Cases -114

"Other"

Reunion meetings
Newsletter
Research through records
Personal contact
Additional programs

Follow-Up by Affiliation

	Yes		No	
	Count	Col.Pct.	Count	Col.Pct.
Community College	6	5.4	0	
Consortium	9	8.1	3	23.1
Library	9	8.1	4	30.8
State Agency	7	6.3	0	
College, University	38	34.2	2	15.4
Women's Center	14	12.6	1	7.7
Social Service Agency	9	8.1	0	
Federal Agency	11	9.9	0	
Self Help	0		1	7.7
School District	4	3.6	0	
Profit Making	4	3.6	2	15.4
	111		13	

As you will note, colleges and universities tend to be the most concerned about evaluation, followed by women's centers and state, federal, and social service agencies which must account for funding and are usually mandated to keep records .

Clients Learn of Services

Client recommendations are the most pervasive means for marketing center programs. Referrals from agencies account for a significant portion of client participation, followed by newspapers and mailed brochures. Even though the "other" means listed tend to duplicate the general categories of the chart, there are some interesting suggestions for marketing center services. Some of the centers that were visited claimed that job fairs were their financial mainstay. Others cited meetings and speaking engagements as opportunities for informing potential clients about center services.

CLIENTS LEARN OF SERVICES

	Mean (%)	Standard Deviation
Agency Referral	19.529	17.215
Client Referral	27.024	21.641
Newspapers	13.635	16.583
Radio and T.V.	6.929	11.022
Brochures in Agencies	8.800	9.953
Brochures Mailed	10.235	16.385
Other	11.247	22.833
	100 %	

Cases - 85

CLIENTS LEARN OF SERVICES (continued)

"Other":

Word of mouth

Faculty and counselor referral

Orientation upon enrollment

Bulletin board

Listing in national publications and "What Color is Your Parachute"

Outreach worker in community

District publications

Announcements in college courses

Directory listings

Librarian referrals

Public programs

Meetings and demonstrations

Speaking engagements

Job or education fairs

The "Comparison of Means" chart breaks down the responses of the advocacy centers according to the ways in which their participants tend to learn of their services. Client referral is most important to community colleges, colleges and universities, women's centers, social service agencies, federal agencies, school districts and profit-making organizations. Agency referral accounts for client participation in consortium programs, state agencies, and self-help groups. Libraries find newspapers an effective means to get word out regarding their services. For profit-making organizations, brochures mailed to potential clients is recorded as the most effective marketing strategy. Brochures in agencies appear to be a second or third priority method for community colleges and consortium programs.

CLIENTS LEARN OF SERVICES
Comparison of Means

	Agency Referral	Client Referral	News-papers	Radio and TV	Brochures in Agencies	Brochures Mailed
Community College	19.0000	22.0000	15.0000	5.0000	15.0000	10.0000
Consortium	22.1818	15.7273	10.0000	7.8182	17.4545	8.8182
Library	19.1250	19.0000	22.2500	12.6250	8.6250	2.8750
State Agency	49.2500	14.5000	3.2500	.7500	1.0000	.5000
College and University	10.9200	28.4000	18.6400	7.7600	6.6400	15.0000
Women's Center	17.8182	36.7273	13.2727	4.4545	5.6364	11.2727
Social Service Agency	25.0000	36.6667	10.3333	8.8333	8.3333	7.5000
Federal Agency	23.0000	33.3333	3.7778	5.8889	9.1111	3.4444
Self Help	50.0000	20.0000	10.0000	10.0000	10.0000	0
School Dist.	25.0000	35.0000	10.0000	5.0000	9.3333	11.0000
Profit-Making	10.0000	22.5000	17.5000	0	5.0000	45.0000

Cases - 85

Referrals

Since referrals figure so prominantly in cooperative relationships, a closer look is merited. Referrals to other agencies are more frequent than referrals from other agencies. (Note the mean percentages on the following page.)

REFERRALS

Referrals to Other Agencies

Mean (%)	Standard Deviation	Cases
45.277	33.299	94

Referrals from Other Agencies

Mean (%)	Standard Deviation	Cases
32.404	21.973	94

Referrals to Other Agencies by Affiliation

	Mean (%)	Standard Deviation
Consortium	71.8182	37.2339
Library	53.2222	39.6698
School District	52.5000	25.0000
Federal Agency	50.5552	36.3528
State Agency	48.0000	48.6826

Cases - 94

Referral from Other Agencies by Affiliation

	Mean (%)	Standard Deviation
Self Help	90.0000	0
Profit Making	43.0000	24.3926
Consortium	40.0000	31.4643
State Agency	39.4000	41.7947
Community College	32.4043	21.9728

A closer look at the centers referring to other agencies reveals the extent to which consortium programs refer. Self-help groups tend to acquire clients based on referral from other agencies. Admittedly the self-help sample is small; yet, interviews and data collected from these organizations confirm this practice.

Cooperative Relationships

Interface with other organizations that provide supportive services to adults has been acknowledged by center personnel as extremely desirable, if not always accomplished to the extent preferred. The charts below reflect the nature of the typical relationships and the degree of mutual efforts for planning and implementation.

The Cooperative Relationships - Jointly Planned chart expresses the organizations with which the advocacy programs have developed relationships. Professional associations, local organizations, employers and state government are most frequently cited. Since paid employment is the ultimate goal of the client or participant, reciprocity between agencies and private employers and professional associations is a critical linkage. Because personal health (physical and mental), child care, and transportation figure importantly in an individual's ability to secure employment, cooperation with governmental agencies providing these services is also crucial.

The second chart details the centers which tend to establish relationships. Foremost among centers which tend to establish relationships are colleges and universities and women's centers. The listing which follows enumerates (in order of importance) the relationships most often utilized in planning programs.

COOPERATIVE RELATIONSHIPS - JOINTLY PLANNED

	Count	% of Responses
Private employer	38	11.7
Labor organizations	19	5.9
Non-labor organizations	27	8.3
Professional associations	45	13.9
Federal government	29	9.0
State government	38	11.7
Local government	33	10.2
Chambers of Commerce	20	6.2
Local organizations	41	12.7
Regional organizations	19	5.9
National organizations	15	4.6

Cases - 73

COOPERATIVE RELATIONSHIPS - JOINTLY PLANNED - BY AFFILIATION

	No.of Cases	Percentage of Cases
Community Colleges	3	4.1
Consortium	9	12.3
Library	6	8.2
State Agency	8	11.0
Colleges and Universities	20	27.4
Women's Centers	11	15.1
Social Service Agency	8	11.0
Federal Agency	4	5.5
School District	3	4.1
Profit Making	1	1.4

Cases - 73

(continued on next page)

COOPERATIVE RELATIONSHIPS - JOINTLY PLANNED (continued)

Primary Cooperative Relations - Colleges and Universities
- Private Employers
- Professional Associations
- State Government
- Local Organizations

Primary Cooperative Relations - Women's Centers
- Labor Organizations
- Professional Organizations
- Federal Government
- Local Organizations

Jointly Offered programs were cited far less frequently - only 56 cases are noted. According to the responses, local organizations and professional associations are most often involved in implementing programs. Colleges and universities more often reported cooperative relationships of this kind and cited (in order of importance) the following linkages: private employers, professional associations, state government agencies, and regional organizations.

COOPERATIVE RELATIONSHIPS - JOINTLY OFFERED

	Count	% of Responses
Private employer	19	9.5
Labor organizations	11	5.5
Non-labor organizations	12	6.0
Professional associations	25	12.5
Federal government	17	8.5
State government	22	11.0
Local government	19	9.5

COOPERATIVE RELATIONSHIPS - JOINTLY OFFERED (continued)

Chambers of Commerce	9	4.5
Local organizations	37	18.5
Regional organizations	15	7.5
National organizations	14	7.0
	200	100.0%

Cases -56

Obstacles

Centers, when queried regarding obstacles to growth, overwhelmingly cited shortage of financial resources. Shortage of trained staff and locating and contacting an audience were also noted as barriers. (See chart on following page.)

In order to understand which agencies experience these three barriers and to what degree, charts are included examining the three major obstacles by the center affiliation. Financial shortages are cited across the board except for self-help agencies. Apparently financial shortages are somewhat less accute for library, college and university programs, and federal agency programs. Shortage of trained staff affects consortium programs, women's centers, colleges and universities, and social service agencies more than other programs. While all centers agree that there is a vast receptive audience for advocacy services, getting the message out to targeted populations is often acknowledged as difficult. Locating, Contacting an Audience is a barrier to growth, particularly for consortium programs, libraries, and colleges and universities.

Community colleges, consortium programs and colleges and universities indicated some problem with lack of interest within their institutions. Inadequate

OBSTACLES TO GROWTH

- Obstacles -

N Col.Pct.	Frequent Barrier 1	Sometimes Barrier 2	Occasional Barrier 3	Seldom Barrier 4
	- Rank -			
Shortage of Financial Resources	74 55.6	20 11.0	4 2.3	7 1.7
Lack of Interest in Institution	8 6.0	16 8.8	18 10.2	39 9.6
Lack of Interest in Population	2 1.5	18 9.9	12 6.8	48 11.8
Shortage of Trained Staff	15 11.3	23 12.6	25 14.2	27 6.7
Inadequate Facilities	7 5.3	17 9.3	21 11.9	38 9.4
Inadequate Support Services	5 3.8	12 6.6	16 9.1	41 10.1
Cost to Participants	9 6.8	17 9.3	18 10.2	37 9.1
Legislative Restrictions	1 0.8	13 7.1	7 4.0	48 11.8
Lack of Support in Community	1 0.8	11 6.0	17 9.6	47 11.8
Inadequate Educational Materials	1 0.8	8 4.4	17 9.6	47 11.6
Locating Audience	10 7.5	27 14.8	21 11.9	26 6.4
	133	182	176	406

OBSTACLE BY AFFILIATION - Shortage of Financial Resources

N Col.Pct.	Frequent Barrier 1	Sometimes Barrier 2	Occasional Barrier 3	Seldom Barrier 4
Community College	2 2.7	1 5.0	0	0
Consortium	9 12.2	2 10.0	0	0
Library	8 10.8	2 10.0	0	3 42.9
State Agency	6 8.1	0	0	0
College, Univ.	21 28.4	7 35.0	2 50.0	2 28.6
Women's Center	11 14.9	4 20.0	0	0
Social Service	7 9.5	1 5.0	0	0
Federal Agency	5 6.8	1 5.0	1 25.0	1 14.3
School District	1 1.4	1 5.0	1 25.0	0
Profit Making	4 5.4	1 5.0	0	0
Self Help	0	0	0	1 14.3
	8	16	18	39

OBSTACLE BY AFFILIATION - Shortage of Trained Staff

N Col.Pct.	Frequent Barrier 1	Sometimes Barrier 2	Occasional Barrier 3	Seldom Barrier 4
Community College	0	1 4.3	1 4.0	2 7.4
Consortium	2 13.3	5 21.7	2 8.0	1 3.7
Library	2 13.3	3 13.0	2 8.0	6 22.2
State Agency	2 13.3	0	3 12.0	1 3.7
College, Univ.	4 26.7	4 17.4	7 28.0	10 37.0
Women's Center	3 20.0	6 26.1	2 8.0	3 11.1
Social Service	2 13.3	2 8.7	2 8.0	1 3.7
Federal Agency	0	1 4.3	2 8.0	2 7.4
School District	0	0	3 12.0	0
Profit Making	0	1 4.3	1 4.0	1 3.7
	15	23	25	27

OBSTACLE BY AFFILIATION - Locating, Contacting an Audience

N Col. Pct.	Frequent Barrier 1	Sometimes Barrier 2	Occasional Barrier 3	Seldom Barrier 4
Community College	1 10.0	1 3.7	1 4.8	2 7.7
Consortium	1 10.0	4 14.8	1 4.8	1 3.8
Library	2 20.0	4 14.8	5 23.8	2 7.7
State Agency	0	0	0	2 7.7
College, University	2 20.0	9 33.3	6 28.6	9 34.6
Women's Center	2 20.0	1 3.7	2 9.5	7 26.9
Social Service	0	4 14.8	2 9.5	1 3.8
Federal Agency	0	2 7.4	1 4.8	2 7.7
Self Help	0	1 3.7	0	0
School District	0	1 3.7	2 9.5	0
Profit Making	2 20.0	0	1 4.8	0
	10	27	21	26

facilities were cited by community colleges and women's centers as somewhat problematic. Inadequate support services were noted by women's centers and school district programs as an obstacle to growth. While cost to participants was not a notable barrier, some consortium programs, federal agencies, profit-making organizations and colleges and universities indicated a problem. Lack of community support was seldom specified as a barrier.

Subjective Responses

Certain approaches to adult advisement have prompted controversy. In an effort to clarify the issues, a question was included to assess observations and experience of center staff.

A great majority affirmed that clients were unaware of resources in their communities. Profit-making organizations, libraries, and consortium programs most often noted this lack of awareness. Also, the belief that clients tend to avoid taking initiative on their own for career and educational decisions is widely asserted. School districts, social service agencies and consortium programs especially tended to agree with this assessment.

Peer counseling is emerging as a major component of advocacy endeavors. The response to the question about peer group drew positive response. State agency, school district, federal agency and consortium programs particularly indicated the need for peer support and counseling.

The last question concerning the relationship between personal and educational counseling was the most controversial. Some maintain that personal counseling is distinct from occupational and educational counseling; others interpret personal advisement as psychological counseling or crisis intervention and view it as a related function.

Agreement for integrating personal and educational/occupational counseling

was expressed primarily by libraries, colleges and universities, women's centers and profit-making organizations. Disagreement came from community colleges. Social service and federal agencies appeared divided on the subject.

A related issue to this question is the preparation and training of staff to serve as counselors in these multiple areas. Pressure is likely to build to resolve this issue as centers continue to proliferate.

Question: On the basis of your own observation and experience, what is your feeling about the following statements?

	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree	No.of Cases
Most clients are unaware of the resources in their community	61	56		8	3	(125)
Most clients initially avoid taking responsibility for decisions	26	62	4	25	6	(123)
Clients feel most secure in groups of peers (i.e. similar age, socio-economic situation, etc.)	36	56	10	14	7	(123)
Support groups or peer counselors fill a need that cannot be met solely by professional counseling	42	48	20	10	1	(121)
Personal counseling is distinct from occupational and education counseling	41	30	4	30	16	(121)

Summary and Conclusions

The survey, although limited in scope and depth, is informative about the services available to adults for career and educational counseling. Apparently there are a number of programs, most of which are affiliated with a national network or sponsoring agency, reaching out to a fairly diverse audience. The current programs report serving a majority of white, middle-class, middle-aged women clients in metropolitan areas. There are indications, however, that more programs are developing to serve men, minorities, older adults, and rural inhabitants.

Funding is described as being largely from public, tax supported sources. Centers are increasingly vulnerable to shifts in governmental priorities. As resources continue to be scarce, self sufficiency is likely to become necessary. Charging a fee for services, especially in those centers assisting the more affluent, is a practice that might be adopted more widely. At the moment, there is a similarity in services , but a vast discrepancy in cost between the services offered in libraries without charge and those offered in some proprietary agencies for several hundred dollars. That gap could reasonably be narrowed.

The high level of educational attainment of program staff is noteworthy. The haunting question, however, is the actual preparation of center personnel for the roles they are performing. (This is discussed more fully in Chapter VI.) The responses to questions regarding referrals and cooperative relationships signal the need for greater awareness of networking skills and more understanding of methods of collaborating with counterparts and with tangential service providers.

This study made no attempt to evaluate programs. Centers themselves have done little to assess their techniques. Not too much is known about what

methods work for particular clients. Trial and error is the primary mode of development. Since there is no collective history, few attempts have been made to build upon each others successes or failures. More communication between advocates is needed. In this same vein, cost effectiveness studies are required to understand the many dimensions to the entire advocacy endeavor. One of the outcomes of initiating a fee for service policy would be an understanding and appreciation of the cost-benefit ratio. Of course, charging for services would introduce a host of other considerations, not the least of which would be the credentials of the service providers. At this time, there are no certificates or degrees required of professional staff other than those of the hiring agency .

Securing multiple sources of funding, reaching the targeted audience, achieving an appropriate mix of services and attaining a high level of staff performance are the basic goals of centers questioned. In the subjective portions of the questionnaire, respondents alluded to the need for services in their areas of the country, to the positive response of users and to their plans for future programs. Survival for these centers requires that a combination of events and circumstances be right; sometimes these forces are within the control of the center's staff; other times they are at the discretion of other agencies and institutions.

In either event, preservation of effective innovative programs can be expected to contribute to the quality of life. The role of counseling and education should be to assure that people are as informed as possible about the implications and consequences of their alternative choices. Advocates should be less concerned about the choices in themselves than with their quality and the expertise with which they are made.

CHAPTER V

TECHNICAL ASSISTANCE AND CURRICULUM FOR ADVOCATES

Introduction

This chapter is devoted to two distinct efforts undertaken as a part of the Adult Career Advocates Project to improve the effectiveness of intermediary-advocate performance. Presented in this report in reverse chronological order, the Providers Technical Assistance Conference of September 11, 1979 was a one-day, highly concentrated attempt to meet the needs of advocacy providers in a four state area. As such it was a demonstration of the kind of assistance that can be mobilized for practitioners on fairly short notice at relatively low cost. The course, "Transitions in Education, Work and Leisure", was offered during the spring term at Northwestern University to enhance the skills of professionals in the areas of management and education whose tasks can be described as either those of labor market intermediaries or adult advocates. Assuming that these roles are formal (included as part of a person's job description) or informal (part of being a friend, parent or adviser) the course structured classes, lectures, panels and readings in a manner that was geared to impart necessary information and to help participants acquire appropriate skills and attitudes.

Providers Technical Assistance Conference

The agenda for the regional conference was designed based on the data collected from the survey of centers (See Chapter IV), site visits and the meetings of the National Network Coalition (See Chapter II). The survey had identified problems with funding, marketing and evaluation as major barriers to growth. Site visits had revealed the need for more widespread understanding of how the labor market operates and what current trends and patterns indicate. The Coalition had further identified counselor selection, training and certification plus coordination-linkage as problems of importance. The Conference Agenda (Appended) reveals the manner in which these topics were integrated into the program.

Two hundred forty representatives from 150 different organizations involved in educational/advisement services in Illinois, Iowa, Indiana and Wisconsin attended the conference. Over 900 agencies had been invited to the conference. The list of participants indicates the diversity and breadth of the intermediary/advocacy activity sponsored by colleges universities, community colleges, government agencies (Departments of HEW and Labor) and community-based organizations.

In her opening remarks prior to introducing the main themes of the conference, Project Director, Marilyn Jacobson, described the composition of the audience and noted the commonality of interests, purposes and problems shared across multiple organizations. "The conference," she said "was an opportunity to learn from experts, from each other and from models of the past."

Jacobson then defined two terms central to the day's program - intermediary and advocate. "The labor market intermediary is a person who serves the market by providing employees and employers information about each other. The intermediary thus facilitates the movement of people from the supply pool into the demand side of the market. Education/career brokers and guidance counselors function similarly. However, advocacy is connoted as being more action-oriented, extending the provision of information to assistance in decision-making and even to active sponsorship."

According to Jacobson, the advocate begins by helping individuals who don't know how to frame the essential questions. She stated, "In our society individuals are often disadvantaged partially because they are unable to ask the crucial question and unaware, if they could, to whom they should pose it. By assisting the weakest to ask the fundamental questions related to employment, education and training and to answer them, the advocate promotes informed choice. By assisting those more sophisticated to know the range and the ramifications of their choices, the advocate helps to improve the quality of choice. Advocacy thus involves multiple activities in behalf of individual employment and education choice: provision of information, supportive services, education and training, job readiness

and job placement.

Many sectors get involved - as do many special interests; yet, whenever we think we have reduced the equation to some fundamental elements, the parts break up into additional fragments. Even as one attempts to respond to the special interests of women, Hispanics or older adults there is the realization that there are myriads of variations within each group. Women, for instance, are young, middle-aged, older, or a race or ethnic group, displaced, handicapped, skilled or unskilled.

Inevitably, we are forced to think in terms of individuals. We are coming to realize that batch processing is not only undesirable, it is impossible. In terms of advocacy, one-to-oneness is the ideal -- particularly as it pays attention to the whole person. Admittedly, it is a costly ideal. Yet, can we put a price on self-sufficiency? At least we are able to assign a benefit to increased productivity which can be anticipated as the result of a functioning advocacy system."

Frank H. Cassell, Professor of Industrial Relations, Graduate School of Management, Northwestern University, was the first speaker. He provided an overview of the realities of the labor market in today's world in an address entitled "The Labor Market Perspective; Opportunities and Barriers." Each participant had been furnished with a comprehensive statistical breakdown of information, complete with charts and graphs. This collection of precise information discussing key considerations in the career counseling process should be most helpful to all participants in their continuing activities. Professor Cassell stated that counselors (or "information providers") are intermediaries who work with clients to help them relate their interests and abilities to the world of work. Cassell contends that the intermediary must be prepared to address three problems in dealing with his clients:

a. Lack of information about options
b. Misinformation about options
c. Making realistic selections from among existing options

Professor Cassell pointed out that in this country we do not have a direct connection between labor market needs and educational/training plans. Hence, we are forced to rely on the voluntary decisions of individual workers and hope that such decisions will be made on the basis of good, accurate and available information. Where are the jobs? Cassell locates them in white collar technical/professional areas that require specialized training and preparation, as well as in certain service fields.

Finally, Cassell called attention in the handout to a kind of guide* designed to pull the employability system together. It has six elements: (1) the diagnosis of resources and needs, (2) program planning, leading to intermediate outcome, (3) support services to get ready for the job, (4) acquisition of skills and skill readiness, (5) marketing plan for skills, (6) on the job coaching and survival skills. "There are," he maintained, "more that could be put into this; there is almost an infinite number of specializations that could be fitted into this system essential to the employment of an individual." In conclusion, Professor Cassell highlighted two things: (1) the intermediaries' need to understand the marketing function and (2) the insight that intermediaries need into the internal labor markets of firms.

Next came a panel of distinguished speakers drawn from the region on the subject of "Meeting the Advisement Needs of Special Populations." This was especially relevant as those who find job hunting the most difficult are the elderly, the handicapped, blacks, women, Latinos and East Europeans. "Counseling requires special kinds of sensitivities," said William Kemmerer, regional counseling specialist with the Labor Department's Employment and Training Administration. "There's a tendency by the counselor to work not with the individuals who need us most but with those who are going to be winners that we can showcase."

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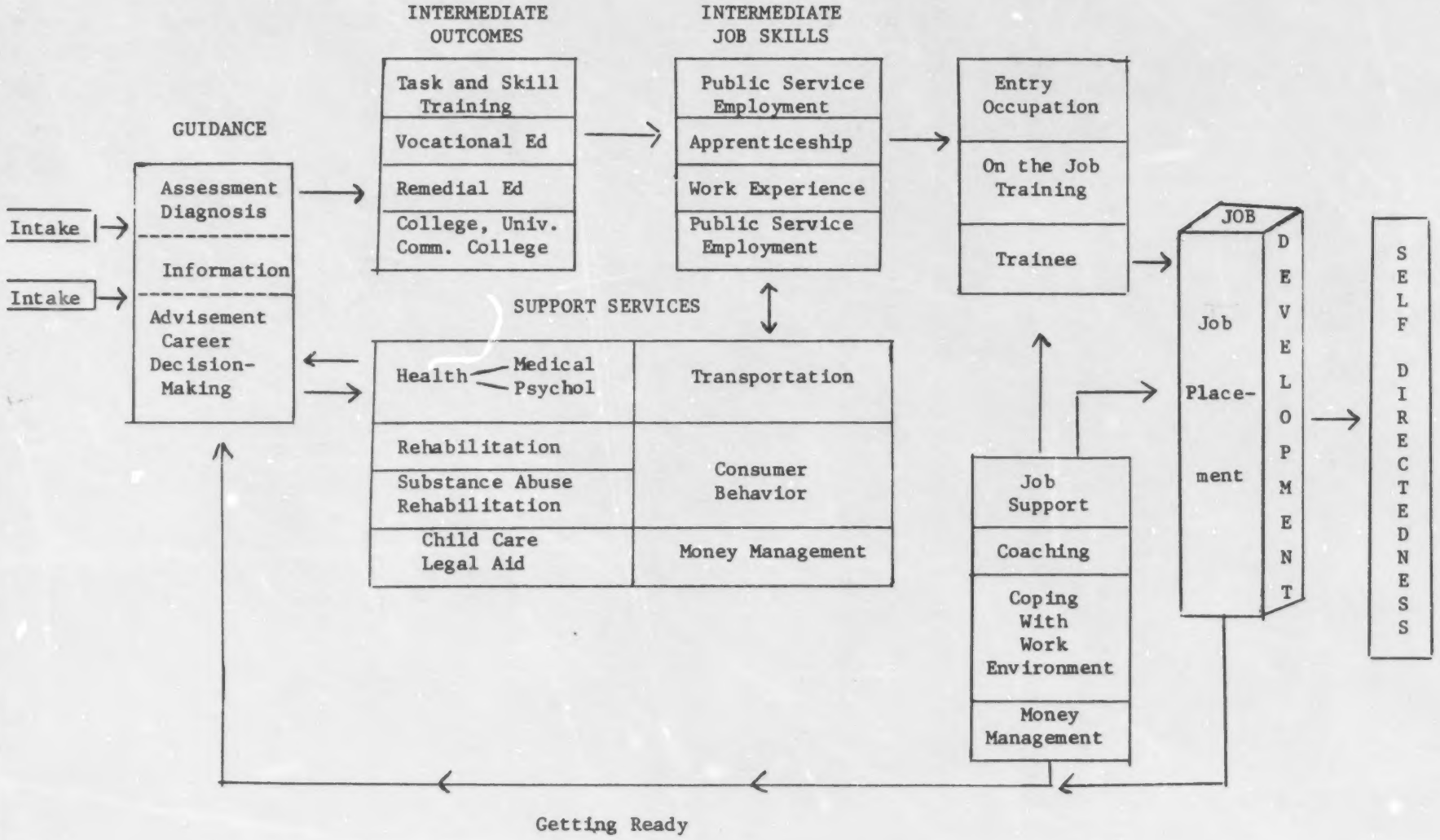
*Employability Guidance System Chart on following page.

EMPLOYABILITY GUIDANCE SYSTEM



Kemmerer also quoted a study which identified the following factors that prevent many people from either getting and/or holding a job:

a. Employees can't explain/describe the skills they have
b. Dress poorly and/or have poor grooming
c. Are chronically absent
d. Cannot relate to authority
e. Cannot relate to co-workers
f. Are attempting to undertake a job in which they lack the skills, interests, and background necessary for success

Henry Betts, medical director of the Rehabilitation Institute of Chicago, said that he viewed work as therapeutic and employment of the handicapped the backbone of rehabilitation. He emphasized that it takes a cooperative effort between vocational counselors who work with the handicapped and those in industry to help handicapped clients fit into the business world.

Connie Seals, executive director of the Illinois Commission on Human Relations, told conference participants that when employers meet job candidates with "an accent, slanted eyes, or a different color of skin" these initial observations often obstruct a view of the candidate's true potential. "Diversifying the work force, affirmative action, opening the doors, can't be done by looking in traditional ways. Another kind of consciousness is needed." She highlighted the need for an "extra consciousness" if any serious effort is to be made to bring the historically underemployed or unemployed into the work force.

Bernard Schwartz, director of the Education Network for Older Adults, said "The American dream envisions comfortable retirement and happy senility for the person who reaches age 65, coupled with pre-packaged villages in the Sun Belt as places to live." He stated that 10% of the U.S.population is 65 or older, that that percentage is going up every year, and a huge national resource is being wasted.

Maria Cerda, former director of the Latino Institute, explained that although the Latino population is large and diverse "very few people count us in when

doling out resources." She advised those counseling Latinos to use informal interviews and draw on their clients' experiences from their community, church, or home, skills and strengths which do not easily translate on to an application or resume.

Rebecca Sive-Tomashefsky, executive director of the Midwest Women's Center, warned participants that they would encounter a number of pitfalls when helping female clients. She stressed that women are at an economic disadvantage in the labor force in that, regardless of how much education they receive, they tend to be paid significantly less than men. She noted the importance of a special sensitivity among intermediaries who are working on behalf of employment-seeking females so as to avoid sex stereotyping in job referrals. She also cited the importance of being aware of "institutional sexism" within work places.

The panel was ably moderated by Dr. Angela D'Aversa, Professional Associate, Educational Testing Service, Midwestern Regional Office.

From 11:45 AM to 1:00 PM and again from 2:30 to 3:30 PM, Workshops were conducted on the topics of evaluation, marketing, counselor selection and training and coordination linkage. A brief summary of each workshop follows:

EVALUATION WORKSHOP - chaired by Gustave Rath, Professor of Industrial Engineering, Northwestern University

According to Professor Rath evaluation is a specific event. It is necessary to delimit in time what is to be evaluated. Ideally, an evaluation should be made by comparing a situation or program before and after a particular event. Rath's steps for designing and implementing an evaluation involve:

1. Determining goals and objectives. An evaluation should be considered as a data gathering process. It is important to see if the goals and objectives of a program or institution are written and if they are measurable, then to determine if these goals and objectives are being met. It is important to distinguish between process and outcome. Process, in the case of a counseling center, would

be how many clients come in the door; outcome would be how many clients found jobs. Process deals with quantitative data while outcome deals with qualitative data. Qualitative data is more important. It is necessary to measure coherence of goals to the stated mission of the institution.

2. Program. An evaluation should measure the relationship of the programs of the institution to the stated goals and objectives. The effectiveness of the program should be compared to the efficiency; i.e. how much time and money is being spent for what results. Side effects and spin offs of the programs offered are also important.

3. Evaluating the Evaluation. Does the evaluation measure what it set out to measure? Was the evaluation efficient; i.e. cost relative to what was learned? What were the side effects and spin offs of the evaluation? A good evaluation should result in increased effectiveness of an institution or program.

Rath maintained that there are various methods to assist in carrying out an evaluation. 1. Paper - studying written documents which state goals and objectives of the institution and programs being evaluated. 2. Interview - interviewing employees and clients randomly (to avoid bias) to determine their feelings about the effectiveness and efficiency of the program or institution. 3. Diary - keeping a diary of observarions and interviews, or checking diaries kept by employees. 4. Site visits - visiting various sites or branch offices of institutions. 5. Newspapers - checking newspapers for publicity or articles on a particular institution or program (this would be particularly useful in determining side effects or spin offs).

MARKETING WORKSHOP - chaired by Philip Kotler, Professor of Marketing, Northwestern University

The following excerpt from Professor Kitler's book Marketing for Non-profit Organizations sets the stage for his workshops:

"Marketing is the effective management by an organization of its exchange

> relation with its various markets and publics. Through decades of working in business markets, marketers have formulated a conceptual system that yields systematic insight into the structure and dynamics of market exchanges. Concepts such as market segmentation, market positioning, marketing mix, channels of distribution and logistical systems, among others, serve to organize the analysis of any marketing problem. The application of these concepts to the problems of nonprofit organizations has already proven its value in a relatively short period of time.
>
> Exchange is the central concept underlying marketing. It calls for the offering of value to someone in exchange for value. A profession marketer is someone who is very good at understanding, planning, and managing exchanges. He knows how to research and understand the needs of the other party; to design a valued offering to meet these needs; to communicate the offer effectively; and to present it in a good place and under timely circumstances."

According to Kotler, once an organization begins to think seriously about cultivating the support of a public, it is beginning to think of that public as a market - a group to whom it will offer benefits in exchange for resources. The topics which follow highlight his remarks:

Your problems:1)How to let your target market, people who need jobs or wish to change jobs, know that you exist. 2) How to establish credibility with employers, to convince them that you are dependable, that you screen carefully, that you can deliver effectively. 3) How to build a mutually beneficial relationship, you bringing value to others and they passing the word that you are a reputable agency.

Focus Group Research: It is best to focus on one market and be the best in that market. If you try to market ex-offenders, immigrants, displaced homemakers, general unemployed, it is too much. You will not do a good job for any of them. Invite 8 to 10 people from your target market to a meeting. Have a competently led discussion about needs, difficulties, what they want from a counseling relationship - would they pay for it? Out of this will come a mapping. Then do a survey of say 50 people using a mailing or telephone list. From this you should get surprising results, Kotler promised.

The four P's of Marketing: Product is the first of the four Ps of marketing and the most fundamental one. Product is used in the broad sense of any complex of tangible and intangible attributes that might be offered to a market to satisfy a want or need; it can cover goods, services, organizations, persons, place, and ideas. Price must be made attractive. It is informally oriented to cost, demand, or competitive considerations. Place (or distribution) concerns how the organization plans to make its products and services available and accessible to customers. There must be an atmosphere of competence, neatness, concern. Promotion a) Buy advertising - all kinds ; b) Publicity: cultivate reporters who will feed stories to press. Plant commercially significant news. Obtain favorable presentation by radio or television (not paid for by sponsor). c) Personal contact, especially with social agencies. Orally tell them that you exist - the type of people you serve, etc. d) Sales promotion through a miscellaneous bag of the other things you can do to gain visibility, i.e. career tests, etc. Incentives are offered to persons or groups who are normally insufficiently motivated, indifferent to a proposed behavior.

COUNSELOR SELECTION AND TRAINING WORKSHOP - Chaired by Francis U. Macy Director, National Center for Educational Brokering, Washington, D.C.

The workshop participants were asked by Fran Macy to identify the kinds of qualities, skills and knowledge they seek in the people they hire to work in their particular counseling setting. The list compiled was categorized as a quality, a skill, or knowledge.

According to Macy the selection process is very important and the person hiring should be aware that he is looking for certain qualities which are inherent in a person vs. competencies (knowledge and skills) which can be learned. The selection process itself should be compatible with the nature of the organization and its purposes. The purpose of counseling centers is to help people empower themselves and to be more aware of the breadth of their options. There

should be an open atmosphere in the selection process and honesty about what qualities are being sought. The person hiring should look for skills which are complementary to his own or to others working in the office. Various steps should be employed in the selection process:

1. Analyze client and agency needs.
2. Write job definition including the tasks to be perform and the working conditions.
3. Specify qualities and competencies sought.
4. Design selection process and set a time table; decide who will screen candidates and who will make final selection.
5. Advertise and recruit.
6. Screen candidates.
7. Select (inform those who have not been chosen)

Macy pointed out that NCEB has come up with the following list of functions which intermediaries perform:

1. Informing
   a. gathering and organizing information sources
   b. using sources
   c. identifying information needs
   d. communications information
2. Counseling
   a. establishing rapport with clients
   b. fostering self-awareness
   c. identifying counseling problems and goals
   d. interpreting information in light of needs and goals
   e. making decisions and taking action
   f. following up with client
3. Referral
   a. identifying referral sources
   b. contacting resources
   c. making referrals
   d. evaluating referral resources
4. Outreach
   a. assessing community and individual needs
   b. publicizing services
5. Advocacy
   a. identifying advocacy needs
   b. training self-advocacy skills
   c. acting for individuals
   d. acting for groups

COORDINATION/LINKAGE WORKSHOP - Chaired by William J. Hilton, Director Education Information Centers - Illinois State Scholarship Commission

Bill Hilton began by providing some background information about the legislation and the formation of Education Information Centers (EICs) in 44 states.

In Illinois Hilton, with few financial resources, has been able to establish a network of educational information disseminators by collaboration with the Illinois Department of Public Aid, Job Corps, and the Chicago Manpower Training program.

He maintained, however, that coordination/linkages is not a magic formula. There is a tendency to aggregate rather than consolidate. There are political power plays but this is changing under our onerous tax burden. There is concern among staff people about loss of autonomy, even loss of employment. If handled right, there need be no fear of such losses. The directors must anticipate what is going to be needed and emphasize staff development.

Hilton's formula for How to Coordinate:

1. Review action plan.
2. Make assessment - ascertain goal. Sometimes guiding principle not communicated throughout staff.
3. Identify prime movers in particular community - individuals and organizations-and share guiding principles with them.
4. Call a meeting but do not suggest that you be the "ruler of the roost." You have to respect abilities of coordinates. Postpone election of a governing body until you get to know and trust each other.
5. 5. Concentrate on identifying obstacles to coordination - and how to overcome these obstacles. Do not leave initial meeting without plans for subsequent meeting. Get clear understanding of what homework is to be done. Who is to do it.
6. Get a sense of movement in administrative function. a) Pass around some strokes. b) Distribute publications. c) Highlight what you want to accomplish.
7. Take a look at the "line of command" in an organization. Some people at the grass roots level are not too anxious to give out information about the availability of a better education than they have themselves. If necessary, go to the top. Give them evidence of how coordination has worked and the benefits to be derived.

Finally, Hilton suggested that it might be necessary to discover what opposition is concerned about, and give them positive evidence of benefits possible.

The luncheon speaker, Daniel B. Dunham, Deputy Commissioner, Bureau of Occupational and Adult Education, U.S.Office of Education, discussed federal initiatives in the area of adult vocational education and guidance and provided some insights into the direction of these activities in the near future.

Dunham emphasized that the federal interest centers on the need for connections to be made between people's needs and the multiplicity of resources available. Those needs have never been more acute, he believes. "Indeed", he stated, "there is special concern for peoples' need to work in the right job, at the right time, for the right reason, with assurances that the other necessary resources will be there for support; i.e. health care services, child care services, continuing learning opportunities throughout life, open to all at any time for any reason, transportation, housing, other basic necessities." According to Dunham, the federal interest centers primarily on fostering linkages, relationships, collaboration among existing advocates and providers so that "the client can be served consistently, with dignity, without prejudice, and with equity." He suggested that this was being accomplished in part by this particular conference, in identifying resources, exchanging information on who does what, knowing what you can do and, perhaps more importantly, what it is that you cannot do for people. "We cannot make the assumption," he maintained, "that somewhere out there all of the necessary resources exist." He stated that the government has a keen interest in supporting efforts such as that of the Adult Career Advocates Project and other activities appended to it for development of compatible action agendas which do not overlap or supplant, but which rather supplement and support. Dunham recommended a six "C" approach for conference building: contact, communication, coordination, cooperation and consolidation. All of these lead ultimately to the 6th C which is collaboration.

Dunham suggested that what we now need to do is to form some creative new linkages, interdependencies, and perhaps coalitions among those agencies and interest groups now existing. He insisted that you cannot tell where the gaps are until you have done that. He said, "we need to seek resources from the government at all levels, from the private sector, from philanthropic organizations, and anybody else willing to participate, and we need, as importantly as any of that, to find new ways of doing master planning." He feels that this is not a cop-out but rather a way of identifying the basic elements that all of us want to forge and linking our efforts together.

According to Dunham, the following priorities will be driving "our energies, our policy planning and our resources during the coming year and perhaps two years:"

1. improving quality and access of programs of occupational and adult education
2. emphasis on special needs populations (handicapped, disadvantaged)
3. guidance for vocations
4. basic skills through education and work programs
5. equity and equality with emphasis on sex equity and civil rights issues
6. improving planning, accountability, data and information systems
7. energy education

The final event of the day was the panel "Helping Individuals Make Employment Choices" with Margaret Lee, Associate Dean, Northwestern School of Education, as moderator. Each panelist presented for ten minutes and then the panel responded to questions from the audience.

Solomon Cytrynbaum, Associate Professor, Educational and Clinical Psychology, Northwestern University

Professor Cytrynbaum is basically involved in a series of studies focusing on mid-life, mid-life transition, mid-life crisis. He emphasized that this is not an age-specific period. It does not mean that suddenly when you are 40, it will appear, last five years, and is suddenly over. "Indeed", he said, "mid-life can

begin in the early 30's or it can be delayed until the late 50's; and not everybody has a mid-life crisis. The hallmark is overnight dramatic change either in marital relationships or major career shifts. According to Cytrynbaum "suddenly what you are is not enough, the challenge is gone. A primary indicator," he asserted, "is that you are no longer talking about how old you are, but about how much time you have left."

As a part of a current study, he and his staff have been interviewing mid-life women coming back to school. One woman said "I want it all - parenting, grandparenting, a good marriage, and a career." A husband may be most supportive but, gradually, helping take care of kids, sharing housework, mustering up funds for his wife's schooling, a feeling of depredation creeps in. Men, who are developing tender needs they didn't have when younger think "who is taking care of me?" Tension deveops and if the commitment of the woman is compelling, the marriage may be in trouble. Those counseling women returning to school or business should alert a woman that she is not just operating in her own interest - she is part of a larger system and she may stress a situation to the breaking point. "Counseling,"Cytrynbaum maintained,"does not happen in a vacuum. Counselors should understand the conflicts involved."

Bari Watkins - Acting Director, Program on Women, Northwestern University

Bari Watkins took as her theme "Gender Roles and Career Choices." Rather than talk about choices of individuals, she chose to discuss economic determinants, as a structural issue rather than a personal one. Watkins stated "The Program on Women is not a counseling service - rather a research center on women, women coming back to Northwestern after some years as undergraduates or graduate students. I wake up at night," she said, "thinking what if, in fact, the structure of the work force is such that the credentials women are getting at Northwestern are going to do them very little or no good when they get into the world of work. What if the university has bought into a game, a terrifically profitable game, encouraging women to get more

education before they enter the work force. Would the women be just as well off going out and getting a job on the basis of past experience, perhaps volunteer experience?"

Watkins said that when she talks to undergraduate women on the campus, every one wants to be a doctor or a lawyer, occasionally an engineer. Certainly they all want to be professionals. "It is our job, at the Program on Women, to tell them that actually their chances are slim for achieving that goal even though they are students at an elite private university," she said. Watkins insisted that counselors need to take this picture with them regarding the female work force - 20% of the women in America who work have jobs in the tenchnical, professional, managerial field. 80% have clerical, secretarial, service jobs. Of the 20%, 16% or 3/4ths are in female dominated fields - nursing, health care, and non-college teaching. In other words to be in a male dominated field as a professional is rare.

So, according to Watkins, things are not as rosy for women as the advertisements would have you believe and the future, according to Department of Labor statistics, does not look much better. As a result, she asserted, counselors should be cold-heartedly realistic about options. "You are doing women a disservice if you encourage them to believe that the revolution is over and we have won," she said, "we have not." She stated that she had been purposely pessimistic. She does realize that many women have successful careers - but she wants the day to come when mediocre women make it as well as mediocre men! "Counselors must remember," Watkins warned, "that the individuals they work with have only limited or no power over the job market they enter."

Hyman C. Pomp, Institute of Psychiatry, Northwestern Memorial Hospital

Dr. Pomp started his presentation by stating that he is not particularly in the area of career counseling or research, but for 20 years has had experience in

terms of a related area - that of an employer in the mental health field. Over half of the applicants would be categorized as in the second half of life, and over half are women.

Pomp revealed that in the technical assistance crisis intervention program run by the City of Chicago, many have advanced education. Only 5% have below high school education, and over 40% have bachelor degrees or more, although this is a program where there is very little advancement and, if one loses employment as a crisis worker, there are very few places where they can go to sell their credentials. Employees seem to be in confusion regarding their vocational identity. Probably half of them have taken a major in college relating to the humanities, about 20% have taken majors related to sociology, and they are not at all certain that these kinds of majors can be transferred into an occupation which can provide stability and a potentially ambitious mobility. Some have made a significant compromise with ambition, but, at the same time, want to pursue careers which have more significant possibilities.

A second type of person employed in the Institute of Psychiatry is the primary therapist. Psychiatrists, with 7 to 8 years of preparation, psychologists with 4 to 5 years, social workers with approximately 2 years, nurses with perhaps none as a therapist all have the opportunity to function as a primary therapist. What would you counsel people going into this field? He stated that he was involved in a "career-ladder" program some time ago. Many entered but only four out of 5000 eligible actually went from something at the bottom of the ladder to a Ph.D. level. Why only four? According to Pomp, it is a long,hard road for employed workers and the supports and counseling needed along the way were not there.

The day concluded with a wine and cheese party where participants could talk to each other in a relaxed atmosphere.

Evaluations of the conference completed by participants cited the speakers and panelists as being most informtive and helpful. The workshops were touted

for the information imparted and the opportunity to interact.

The marketing workshop was repeatedly singled out for commendation which is a tribute to the presenter, Dr. Kotler, and also reveals the keen interest in this subject.

Apparently the format selected for technical assistance was valuable the day considered productive and worthwhile. Limitations imposed by a one day conference reduced the interaction participants would have enjoyed. Other technical assistance conferences based on this structure should allow more opportunities for exchange of information.

. . . . . .

Transitions in Education, Work and Leisure - Curriculum for Adult Advocates *

Transitions in Education, Work and Leisure was offered at Northwestern University to provide an awareness of the problems encountered during employment transitions and the information and skills needed to help individuals make decisions among clearly defined and understood options. It was offered simultaneously as an undergraduate, graduate, extension and non-credit course and was taught by a professor of industrial relations from the Graduate School of Management and a professor specializing in adult development from the School of Education. The course attempted to prepare current and prospective managers, teachers, administrators, therapists and others who formally, as part of their job description, or informally as friends, parents or spouses serve as intermediaries, to function more effectively and thus to help the labor market become more efficient in its allocation of people, jobs and careers.

The curriculum unfolded from the assumption that assistance entails the intermediary's knowledge of accurate labor market information, awareness of the interrelationships among those employer, government and education policies and practices which impact on the individual's ability to make choices, and sensitiv-

*This course account has been expanded by Frank H.Cassell and Marilyn D. Jacobson and submitted as "Access to Choice:The Role of the Intermediary" to Lifelong Learning: the Adult Years for publication.

ity to the behavioral response of adults experiencing change. The intermediary's aid in transitional periods involves presentation and interpretation of relevant information and help in correlating realities of the marketplace with personal values, beliefs and skills. Intermediaries, viewed this way, act as liaisons or catalysts reinforcing the individual's sense of his own potency.

Transitions approached the subject of preparing intermediaries to perform these requisite tasks by presenting a tightly structured syllabus which consciously sought to balance classroom content, readings and field or work involvement. The teaching methodology was based on those techniques which are best suited to adult learners; reciprocity (defined as the interaction between students and teachers - teachers equally receptive and attentive to the knowledge students contribute), dialogue between and among students, association and confrontation with professionals in relevant fields, and classes sequenced to add layers of information at a pace commensurate with student ability to assimilate it. The teaching object was to impart data, to provide a framework for understanding concepts and ideas, to identify resources, to enhance decision making ability of students who, in turn, can help those they serve and, ultimately, expand awareness of the student's own personal and professional role.

The syllabus built from this multiple agenda. Because the economic perspective was fundamental to the conceptual framework of the course, initial class sessions and readings provided the context for subsequent speakers, presenters and panelists. An essential component of the course was the opportunity for experts in various connecting fields to discuss the topic as they viewed it and then to reflect with students on the key issues. The syllabus was structured around the following topics:

- The labor market trends and future directions
- The employer perspective
- The process of choice - elements which enlarge or constrain opportunity
- Adult development tasks and stages
- Making choices regarding alternative work patterns - job sharing, part time, flexitime

- Making choices among alternative educational offerings -- the external degree, credit for life experience, and educational leaves and sabbaticals
- Government interventions
- Union interventions
- The role of formal intermediaries
- The role of informal intermediaries
- How one learns about choices,resources, and how they are used

A book of readings, preassembled and bound, spanned the subject areas. Articles by Schein (1971), Best and Stern (1977),Kurland (1978) and excerpts from Kreps and Clark (1975), Wirtz (1975), and Striner (1972) were included. Students who elected the course came from many different fields. They were rehabilitation counselors, school guidance counselors, librarians, nursing school administrators, community college instructors, therapists, CETA supervisors, personnel administrators and several individuals between careers. For them the course offered a forum for personal exploration and choice.

The Transitions course agenda (appended) outlines the topics, speakers and readings of the course. Several presentations delivered for the course have been incorporated into the Adult Career Advocates Project Final Report, Volume II: "Managing the Life Cycle", proceedings and commissioned papers." *

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CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Introduction

Initially, the study proposed to examine centers based on continuity of service for overlapping populations (age, sex, income, employment status) and on availability over a person's life span. Since few centers have existed more than five years these criteria became meaningless except as a desirable goal or end condition against which to measure current progress. The scope of services in existence or planned suggests that in time services will be available in most areas, to men and women of all income levels and to special populations defined by race or age.

However, the more fundamental issues of informed choice and access to learning and training opportunities frequently diminish in significance next to the problems of program maintenance and survival. In this summative chapter, therefore, it is appropriate to recount these problems and some of the others typically encountered, examine the direction of future advocacy efforts, including the emergence of new professional roles, and to highlight the research needed if desired goals are to be realized.

Problems Encountered

No matter who the sponsoring organization or network affiliate is, the Centers consistently report the same three problem areas: funding, marketing, and evaluation. Maintaining sufficient funding is a never ending concern. No sooner is a grant secured than additional support sources need to be explored. Multi-funding sources must be coordinated if Centers are to provide services at no or low cost to users. While most reporting centers indicate that there is a vast population to be served, many lament their inability to reach their targeted population with word of the Center's existence and objectives. Disseminating information regarding services available requires marketing skills not usually part of the repertoire of Center staff, yet it is an essential ingredient if a

Center is to be self-sustaining. The pressure of work distributed among too few counselors usually reduces the importance attached to evaluation. Poor record-keeping and lack of time for follow-up counterbalances the need to know which techniques are effective and which are not. Dependable, on-going evaluation programs need to be instigated and routinized.

Even though not specifically cited by Center personnel, but nevertheless a problem evident to a close observer, is the training and preparation of professionals who would counsel adults. It is not enough for a counselor to be kind, sympathetic and empathetic, he or she must also be informed and skilled in counseling techniques that encourage participants to be self-initiating.

Counselor access to and ability to interpret information and render it useful to the individual is the keystone of the services provided by career/education centers. Actually, problems that occur in respect to information do not result from a lack of data: quite the contrary, there is a plethora of information -- at least on the national and state levels. Difficulty arises when the intermediary attempts to localize data and to help individuals to personalize the information so that decisions can be made based on individual and local conditions, opportunities and constraints.

Communication between planners and practitioners surfaces as a major problem. Not only are there few opportunities for exchange between counterparts, there are only meager attempts made to disseminate research to the practitioner and planners at the local, state and federal levels are often isolated from the providers in the field.

The time is ripe to create a mechanism for coordinating the initiatives at the local, state and federal levels with those of private and community-based organizations. NOICC (National Occupation Information Coordinating Committee) has been charged with improving communication and coordination relative to the development and use of occupational information and forthcoming initiatives.

promise to achieve coordination sought. Cooperation of the multiple agencies involved in occupational guidance would permit the development of dependable channels of communication between knowledge developers and knowledge users. Furthermore, coordination and cooperation would enable planners at local, state and federal levels to communicate with practitioners. This cross-fertilization would enhance and expand services and would improve the quality of services offered.

New Professional Roles

Apparent from the research is that a new kind of professional is emerging--one who is a composite of the learning consultant, the labor market intermediary, and a personal counselor. The number of such new professionals - adult advocate - is considerable and growing and the variety of their work settings includes, in the public sector, CETA and the Employment Service, and in the private sector colleges, universities, libraries and women's centers. Training for this new professional needs to include knowledge of the labor market, the mission and function of governmental and private agencies, and the means to effect linkages between and among agencies.

The Advocate is actually an embodiment of several roles: labor market intermediary, learning consultant or educational broker, personal counselor, diagnostician, work/training supervisor, networker or linking agent, and researcher. Related competencies in fund raising and marketing are frequently essential also.

Whether viewed as a composite role or as a set of interlocking job categories, the advocacy function requires an amalgam of skills and knowledge that overlap several disciplines, among which are: psychology, sociology, management and education. There are few, if any, training programs that include the diverse learning experiences necessary for the development of adult advocates capable of performing the multiple tasks dicatated by the role. Concern for the continuous development of these new professionals is expected to grow. The hard core unemployed continue to require help and new labor market fluctuations require sophisticated response.

The New Professional Roles(s) chart on the following pages is an effort to draw together the various components of the advocate function in order to visualize the elements singly and in concert, and to appreciate the complexity (and desirability) of achieving a composite.

Since there has been no attempt to systematize the preparation of these advisors, there has been no consistency in the quantity or calibre of information made convenient to them or their ability to digest and interpret data. Further, there has been little effort made to develop standards of performance or to clarify a path for "professional" development of these advocates. In view of the extent of this activity, the apparent trend toward expansion and the influence exerted, not just on individuals but on considerable aggregates of individuals, adult advocacy behavior and training demands attention.

Trends and Patterns

Certain trends are clearly discernible as data is collected from Centers and as Center activities are observed and studied. Apparent is a significant interest in career planning and, from a broader perspective, life planning. There is a great involvement at many levels in developing one's own potential. This concern leads to the desire to shape an education/work plan. Once a direction is forged, the individual can achieve continuity in training and learning efforts which will prepare and credential him for the occupations he seeks. Services illustrates current programmatic emphases, projections for the future, and new offerings reflective of developing needs. (Chart on page 178 .)

There is widespread interest in broadening career awareness and a willingness to consider a variety of job possibilities including occupations that have been considered non-traditional or unconventional. In this vein, women are being trained for the construction trades and middle-class men are entering nursing and secretarial training programs.

The early endeavors to provide assistance and support for adults in transition have largely been supported by federal and state grants. There is, however,

evidence of a diminishment of funding from these sources. CETA monies have been reduced and other funding sources are shifting priorities. As a result, alternative methods of maintaining financial viability will have to be explored.

The Centers described previously as "exemplary" epitomize the various types of Centers existing nationally. The administrative structure and the programs offered are noteworthy in that these Centers have formulated policies and practices that seem to work well currently. How these operations and others will continue to overcome the problems and barriers is dependent on future research.

NEW PROFESSIONAL ROLE(S)

Role	Function	Information Required	Specific Tasks
Advocate (composite of all or at least substantial portions of each of the following)	Provide information about careers, educational opportunities. Assist in decision-making. Create climate of support for career change activities with educational institutions, community leaders, government agencies. Disseminate information to target population regarding services available. Secure on-going financial support to maintain and expand activities. Promote research and evaluation programs.	Occupational forecasts, manpower needs, broken down locally. Characteristics of special populations differentiated by: age, sex, race, ethnicity. Special needs of alcoholic, handicapped, drug addict, offender, veteran, migrant. Employer expectations: job readiness skills, work attitudes, job skills. Educational institution offerings and expectations.	Present accurate, updated information to users. Provide non-directive counseling that encourages self-exploration and individual choice making. Translate skills from one arena to another. Network or establish linkages for referral and coalitions of mutual interest. Market services to appropriate audience Arrange for funding.
Labor Market Intermediary *	Provide person with job information and access. Serve as liaison between supply pool and demand (bring person and job together). Overcome stereotypes and prejudices of employers and employees. Coordinate support-providing organizations.	Job opportunities in private and public sector. Levels of professional or technical knowledge expected per job category. Government services (CETA, ES, Professional Associations). Internal labor markets. Organization rules and work environments. Wages, hours of work, working conditions.	Collect and organize occupational information. Interpret labor market data. Determine vocational skills. Assist in decision-making - examination of values - analysis of opportunities - assessment of strengths and limitations - mobilization of resources .

* Adapted from CETA Labor Market Operations Model developed by Frank H. Cassell, Professor of Industrial Relations, Northwestern University, 1976.

NEW PROFESSIONAL ROLE(S)
(continued)

Role	Function	Information Required	Specific Tasks
Labor Market Intermediary (continued)		E.E.O. rules and regulations. Referral agencies for day care, housing, family service, transportation (handicapped). Referral services remedial education -writing, reading and language. Alternative work options: - flextime - job sharing - four day work week - part-time. Apprenticeship programs. Training for non-traditional jobs (women). OJT programs. PSE transitional job opportunities. Tuition aid opportunities.	Coach for job procurement: - interviewing - resume writing - application procedures Help individuals to market themselves. Break cycle of failure of individuals. Help individuals achieve self concept based on successes. Orient and support individuals during early work stages. Provide strategies for advancement. Increase individual's awareness of appearance and grooming. Teach basic communication skills.
Personal Counselor	Prepare individuals for education/career. Assist with career advancement. Provide coping help. Help manage stress. Provide support for adjustment to career change, particularly loss of job. Facilitate job re-entry.	Developmental tasks or stages throughout the life span. Educational opportunities. Employment possibilities. Training or apprenticeship programs. Day care availability. Family assistance agencies for children and aging parents.	Assist in values clarification. Present accurate, updated information consistent with client concerns. Interpret labor market data in terms of local conditions. Assist in decision-making: examination of interests, aptitudes and skills in relation to opportunities. Improve person's self-image and self-respect. Help individual achieve some success.

NEW PROFESSIONAL ROLE(S)
(continued)

Role	Function	Information Required	Specific Tasks
Personal Counselor (continued)	Assist in peer and supervisor training.		Help individual develop career plans. Provide workshops in such topics as: - pre-retirement planning - parenting - assertiveness - financial management - living alone - consumer education.
Learning Consultant*	Act as clearinghouse for information regarding educational programs. Provide academic advisement. Serve as liaison between education institution and prospective students. Facilitate transition to classroom. Assist in systematic assessment of life/work experiences in terms of academic requirements.	Variety of educational resources available including alternative modes; i.e., external degree programs. Work/learning options. Credit for life experience options. Scholarship, financial aid. Institutional regulations: - what constitutes full-time status - fee structure - degree requirements. GED and CLEP testing. Requirements of veteran assistance programs. Aids for handicapped students.	Explain options. Assist with goal setting. Assist with student assessment of skills. Help to identify gap between what is sought and current situation. Help individual choose program or institution best suited to attainment of goals. Provide support and on-going academic guidance. Translate work and life learning into academic credit. Offer such workshops as: - back to school skill acquisition - math anxiety - writing refreshment - GED and CLEP preparation

* Adapted from Donn F. Vickers, "The Learning Consultant: A Response to the External Degree Learner", Journal of Higher Education,

NEW PROFESSIONAL ROLE(S)
(continued)

Role	Function	Information Required	Specific Tasks
Diagnostician	Evaluate competencies. Assess interests, aptitudes, and skills. Refer for training education.	Basic competency levels: - reading - comprehension of instructions - computation and basic math - language(ability to understand direction and abiiity to communicate understanding .) Tests or battery of tests that assess attitudes, aptitudes and skill levels. Occupational possibilities, skills, wages, work environments, job responsibilities.	Tailor tests to individual situations. Analyze test results. Interpret tests in light of interviews. Evaluate and recommend training. and skill attainment efforts that will lead to employment.
Work/Training Supervisor	Monitor participant progress through training or during first weeks on job. Act as liaison between employer and employee, teacher and student. Refer individual (where needed) to appropriate supportive agency.	Employer expectations (skills, attitudes). Characteristics of work environment. Roster of supportive services.	Conduct job readiness workshops. Provide knowledge or work environment. Create awareness of internal operations and opportunities for advancement. Provide support and encouragement.

NEW PROFESSIONAL ROLE(S)
(continued)

Role	Function	Information Required	Specific Tasks
Network or Linkage Agent	Establish referral network for remedial health services: medical, dental, optical, psychological. Set up contacts with employers for job placement.	Chain of command in linking agency. Accountability requirements. Reporting procedures.	Exchange visits with counterparts in linking agency. Share information. Coordinate efforts. Reduce duplication. Eliminate bureaucratic red tape. Reduce risks mutually. Arrange for articulation in reporting and information transmittal.
Researcher	Conduct local labor market surveys. Investigate alternative modes of presenting services. Evaluate impact of current services on participants Recommend corrective practices.	Data resources. Research methodologies. Evaluation methodologies.	Maintain data bank of current, relevant information. Design procedures for evaluation. Collect, analyze and interpret results of research projects. Disseminate findings.
Trainer (volunteers, peer counselors, paraprofessionals)	Select "good" candidates for training. Develop Training Manual of Necessary Skills. Conduct training courses. Monitor "non-professional counselors". Evaluate effectiveness of training program.	Basic performance skills required: - information - human relations. Techniques or strategies that work with different populations.	Develop manual or training approach. Provide workshops. Maintain supportive role with trainees. Schedule refresher or in-service development workshops.

SERVICES

Important in Present Program (in rank order)	Project Need in Future (in rank order)	New Offerings (most often cited)
Information on Educational Programs	CLEP Testing	Lifelong Career Planning Workshops
Interest Testing	Apprentice	Alternative Career Options for Teachers
CLEP Preparation	G E D Testing	Training Peer, Para-professionals, Volunteers and Outreach Workers
Career Counseling	Job Placement	Adult Student Orientation Study Skills
Resume Writing	Aptitude Testing	Job Fairs
Occupational Training Information		Employers Forum
Information Regarding Basic Skills		Stress and Coping Workshops
G E D Preparation		Outplacement Counseling
Information on Occupations and Careers		Assertive Training
Aptitude Testing		
Job Interview Skills		
Financial Aid and Scholarship Information		
Job Listings		
Job Placement		
Apprenticeship		

Needed Research

The newness of the movement to establish programs for educational and employment counseling (most programs were begun after 1970) and the speed with which programs have become operational explains, to some extent, the trial and error approach which characterizes even the most successful. Also, because the changes in technology have come so swiftly and certain social modes have shifted dramatically*, intervention strategies have not kept pace with the need for them.

Current study into life cycle stages and tasks is beginning to provide one dimension of the knowledge required by Center personnel. Other research is required if information and techniques can be made available to those who assume the advocacy role.

The following list suggests a few of the researchable areas that would provide essential knowledge:

1. Evaluation of current counseling practices to identify effective methods. Consideration of quasi-experimental evaluation methodology.

2. Curricula for training advocates which encompass the range of skills and knowledge required. Development of sense of professional identity and career path for advocates. Development of criteria for performance evaluation. Determination of assessment benchmarks or plateaus with appropriate assessment instruments which appraise advocate competencies.

3. Development of formalized system for evaluating life experience in terms of academic credit. Inclusion of system as component in career/education advisement services.

4. Development of formalized system for translating work skills from one occupation to another.

5. Analysis of impact on family, friends and community of those served by advisement centers or programs. Examination of how dissemination of reliable labor market information improves occupational choices among those served and

*The influx of women in the labor force is a significant indicator.

those who are influenced by those who are served.

6. Analysis of characteristics and needs of special populations; i.e., ethnic groups, older adults, incarcerated youth and adults, women and the handicapped. Development of appropriate counseling approaches and aids.

7. Examination of differing information and counseling needs of first-time versus second-time and multiple center or program users.

8. Examination of work attitudes and behaviors which relate to career motivation.

9. Development of new assessment instruments for interest and aptitude testing.

10. Examination of complex systems and how they operate with the purpose of understanding how to effect coordination and collaboration. Exploration of feadibility of forming service clusters or constellations that provide comprehensive diagnostic, advisement, education, training assistance, and support services, job readiness, iob search and placement help.

11. Development of directories of referral agencies and support services -- lcoally, regionally, and nationally -- which will serve as rescurces for counselors and participants themselves.

12. Analyses of cost effectiveness of various delivery modes.

13. Analysis of history, training, effectiveness, and future career path of those trained as peer, paraprofessional or volunteer counselors.

14. Strategies for reaching rural populations.

15. Examination of the characteristics particular to blue collar workers and development of appropriate intervention strategies.

16. Techniques for introducing alternative work arrangements to corporations such as job sharing, released time, educational leaves or sabbaticals. Also procedures and practices related to tuition-aid, training, retraining, and lifelong learning.

Summary:

We are at the point in the development of an intermediary/advocate system where there has been a sufficient accumulation of knowledge about this function to merit more focused attention. We can now begin to systematically organize and disseminate information in order to improve the quality of the process and of provider performance. There is enough experience, collectively, to organize a knowledge base that can be transferred. Valuable lessons have been learned and it is critical that they are not lost.

The presumption underlying the advocacy function is that the labor market will be more efficient and that better utilization of the work force will lead to higher productivity for the nation.

Increased efficiency is particularly meaningful as we project certain current trends into the future. Increased mobility, for instance, will heighten the need for assistance in learning about opportunities, in adapting to change and, since further change is inevitable, anticipating and adapting to additional changes. The rise and decline of industries necessitates the flow of accurate, updated, relevant information and the availability of supportive services. The predicted labor force bulge of workers in the 25-44 age category can be expected to result in heated competition with all the ancillary stress and anxiety. Modification in retirement policies move up to the younger years decisions regarding the future. In fact, issues related to financial security and quality of life will be struggled with many times over the life span.

The burgeoning number of options, pressures and stresses plus opportunities makes choice increasingly difficult. Intermediaries/advocates can be expected to contribute substantially to the success with which people and organizations connect satisfactorily.

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APPENDICES

SURVEY OF ADULT COUNSELING SERVICE CENTERS Appendix A

Name of Person Responding _____

Title _____ Phone _____
Area, Phone Number

Agency, School, or Firm Name _____

Branch or Affiliate _____

Address _____
street city state zip

1. Population of area or community your organization serves:

1 ___ 5,000 or less
2 ___ 5,001 - 25,000
3 ___ 25,001 - 50,000
4 ___ 50,001 - 250,000
5 ___ over 250,000

2. Type of area your organization serves:

1 ___ Urban inner city
2 ___ Urban residential
3 ___ Suburban
4 ___ Small town
5 ___ Rural

3. Primary and secondary sources of funding for your organization:

	Primary (check one)	Secondary (check one)
1 Public, tax supported		
2 Privately supported		
3 Client fees		
4 Membership fees		
5 Other (please specify _____)		

4. Categories (primary = 1; secondary = 2) which best describe your organization:

____ Neighborhood or community center
____ Social service agency
____ Recreation agency or park district
____ Secondary school or system
____ Community or junior college
____ Voluntary or fraternal organization
____ Other (please specify) _____
____ University or college
____ Religious organization
____ Union
____ Cooperative Extension Service
____ Trade or technical school
____ Business or corporation
____ Industrial association

5. The overall purposes or objectives of your program: rank in order of importance: (N=not applicable; 1=most important; 2=next most important, etc.)

____ Preparation for paid employment
____ Career counseling
____ Coping better with daily life problems - health, finance, etc.
____ Preparation for retirement
____ Academic counseling
____ Employment adjustment
____ Career change

6. People served by your programs or activities (indicate proportion or percentage of those served by your organization in each category:e.g. 50%,10%,etc.)

Sex: ____Male ____Female

Age: ____Under 30 ____55-64
____31-44 ____65 and over
____45-54

Race: ____ Caucasian ____Oriental
____ Black ____American Indian
____ Other _____ ____Spanish surname

Income: ____under $5,000 annually
____$5,001-10,000 "
____over $10,000

Employment Status:
____long-term unemployed
____under-employed
____part-time persons looking for full-time work
____full-time persons looking for part-time work

7. Occupational categories of persons most often served by your program: (indicate proportion or percentage of total)

____unskilled or semi-skilled workers
____skilled crafts, clerical, service workers
____technicians & specialists
____professional employees
____managerial & supervisory personnel

8. Number of persons served by your organization during a typical

Day_____ Month_____
Week _____ Year _____

9. If you provide individual counseling or resource assistance, is it (check answe

by appointment only _____ telephone and walk-in _____
appointment and walk-in _____ telephone,appointment & walk-in _____
walk-in only _____ telephone and appointment _____
telephone only _____

10. Please rank the methods most commonly used in your activities or programs:

(n=not applicable; 1=most important; 2=next most important, etc.)

____ Regular academic courses ____ On-the-job training
____ Discussion groups ____ Information bulletins,newslett mailings
____ Peer training
____ Media: films, etc. ____ Television and radio
____ Programmed materials ____ Individualized counseling
____ Others (specify) ____ Telephone services

_____

11. Most common cost of your programs to participants (check one) :

_____ $1 or less _____ $5.01 - $10
_____ $1.01 - $5.00 _____ $10.01 - $20 _____ over $20

12. Where most of your activities take place (indicate most frequently used locations with N=not applicable; 1=most often; 2=second most often; etc.)

_____ school or community college
_____ community centers
_____ YMCA or YWCA
_____ corporation
_____ churches
_____ private homes
_____ libraries
_____ other (specify) _____

13. Staffing of your organization's activities and programs:

		Optional: Average Salary
Number of full-time professionals	_____	Year $_____
Part-time professionals:		
number working under 20 hrs/week	_____	Hour $_____
number working over 20 hrs/week	_____	Hour $_____
Volunteers:		
number working under 10 hrs/week	_____	
number working 10-15 hrs/week	_____	
number working 15-20 hrs/week	_____	
number working more than 20 hrs/wk	_____	

14. Please indicate the average level of training and experience of your staff (mark staff categories that do not apply to your program N/A)

Education	director	average full-time prof.	average pt.time prf.	average volunteer
No higher education	_____	_____	_____	_____
Associate degree or less	_____	_____	_____	_____
Baccalaureate degree or less	_____	_____	_____	_____
Masters degree or less	_____	_____	_____	_____
Ph.D. or Ed.D.	_____	_____	_____	_____
Previous Experience				
Paid work similar program	_____	_____	_____	_____
Volunteer work " "	_____	_____	_____	_____
Other paid work	_____	_____	_____	_____
Other volunteer work	_____	_____	_____	_____
None	_____	_____	_____	_____
Continuing Education (post-degree)				
Credit courses	_____	_____	_____	_____
Non-credit courses & workshops	_____	_____	_____	_____
Workshops (in-house)	_____	_____	_____	_____

15. Sources of support for your activities and programs for adults: (rank in order of importance). (N=non applicable; 1=most important; 2: next most important)

_____ state and local government
_____ federal government
_____ private sources (foundations, associations, etc.)
_____ donated services
_____ donated materials and supplies
_____ participant fees, tuition, memberships, etc.
_____ sales of services and materials
_____ tuition from courses or workshops
_____ others (specify) _____

16. Cooperative relationships between your organization and others serving similar needs of clients:

	Jointly Planned	Jointly Offered	Other Relationships (specify)
with private employers			
with labor organizations			
with employee groups other than organized labor			
with professional associations			
with government agencies			
federal			
state			
local			
with chambers of commerce or industrial associations			
with other organizations			
local			
regional			
national			

17. Extent to which referrals are utilized:

_____% of clients referred to other agencies or educational training institutions

_____% of clients referred from other agencies or educational training institutions

18. What do you do to attract clients (check those that apply):

_____ announcements or ads in newspapers

_____ announcements or ads on radio or TV

_____ brochures (placed in agencies,etc. not mailed)

_____ brochures mailed

_____ other: specify _____

19. New offerings in your program added in the last 12 months (i.e.new courses,workshops or services for new client groups)	Source of idea for addition	Participants in planning & implementing new program

20. Your counseling center has been operating:

_____ under 1 year

_____ 1-2 years

_____ 3-5 years

_____ more than 5 years

21. What are the most important services in your program?

	Important in Present Program	New or More Needed
____Information on Occupations and Careers		
____Information on Basic Skills		
____Information about Occupational Training		
____Information on Educational Programs degree and certificate		
____Information on Financial Aid and Scholarship		
____Job Listings		
____Career Counseling		
____Aptitude Testing		
____Interest Survey Testing		
____G.E.D. Testing		
____G.E.D. Preparation		
____C.L.E.P. Testing		
____C.L.E.P. Preparation		
____Apprenticeship Programs		
____Job Interview Skills		
____Resume and Application Writing		
____Job Placement		

22. What are the main obstacles to growth of your programs? Rank in importance with 1=frequant barrier; 2=sometimes a barrier; 3-occasional barrier; 4=seldom or never a barrier:

_____ Shortage of financial resources
_____ Lack of interest within the institution
_____ Lack of interest on part of population to be served
_____ Shortage of trained staff
_____ Inadequate facilities
_____ Inadequate supportive services (transportation, etc.)
_____ Cost of program to potential participants
_____ Legislative restrictions on institution (e.g.,admission restrictions)
_____ Lack of support in the community
_____ Inadequate educational materials
_____ Locating or contacting audience

23. How do clients learn about your services? (e.g. 10% client referral, etc.)

_____ Agency referral
_____ Client referral
_____ Newspapers
_____ Radio/TV
_____ Brochures (placed by your organization in agencies, etc.)
_____ Brochures (mailed from your organization to individuals)
_____ Other: specify _____

24. Do you engage in follow-up activities?

Yes _____ No _____

25. If yes, what methods do you use (check those that apply)

_____encourage clients to keep in contact
_____call clients on phone
_____contact clients by letter
_____survey clients periodically
_____contact employers
_____other (specify) _____

26. On the basis of your own observation and experience, what is your feeling about the following statements? Do you tend to agree, tend to disagree, or have no basis for judgment?

	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
Most clients are unaware of the resources in their community					
Most clients initially avoid taking responsibility for decisions					
Clients feel most secure in groups of peers (i.e. similar age, socio-economic situation, etc.)					
Support groups or peer counselors fill a need that cannot be met solely by professional counseling					
Personal counseling is distinct from occupational and education counseling					

27. Description of Program Activities:

Please type up to 200 words describing what you consider to be the most important information about how your activities and programs were begun, by whom, under whose leadership and support, and where you see the present and future roles of your services to adults leading your organization within the next five years. (use back of page for extra room)

28. Thank you for cooperating in this survey. If you know of another organization with adult counseling programs or activities to which you believe this questionnaire should be sent, please indicate below:

Name and Position _____

Name of Organization _____

Address & Phone _____

29, Would you be interested in a summary of the results of this survey? (there is likely to be a charge) Yes_____ No_____

QUESTIONNAIRE MAILING LIST

Name & Address	Network	Questionnaire Returned	Visited
ACADEMIC ADVISORY CENTER FOR ADULTS Turf Avenue, Rye, New York 10580	NCEB Catalyst	Yes	
ACADEMIC SKILLS CENTER, University of Wisconsin, LaCrosse, Wisconsin 54601		Yes	
ACCESS - Center for Education and Manpower Resource, Inc. Ukiahi,CA 95482	NCEB	Yes	
ADONEX 2422 Prospect, Cleveland,Ohio		Yes	
ADMISSION REFERRAL AND INFORMATION CENTER Commission on Independent Colleges and Universities - 26 W.56th St.,New York,N.Y. 10019	NCEB	Yes	
ADULT BASIC EDUCATION Memorial Library 317 Stilwell Blvd.Port Arthur,Texas 77640	NCEB L		
ADULT CAREER AND EDUCATION SERVICE 1005 W. 3rd St.,Williamsport,Pa. 17701	NCEB	Yes	
ADULT CONTINUING EDUCATION Forsyth County Public Library - 660 West Fifth St.Winston-Salem,N.C. 27101	NCEB L	Yes	
ADULT EDUCATION INFORMATION CENTER Consortium for Urban Education 155 E. Market St. Indianapolis,Ind.46204	NCEB		
ADULT EDUCATIONAL LEARNING CENTER 316 East 21st Street,Erie, PA 16503		Yes	
ADULT LEARNER ADVISORY SERVICE Tulsa City County Library System 400 Civic Center,Tulsa,Okla. 74103	NCEB L		
ADULT LEARNING INFORMATION CENTER Olivia Raney Library, 104 Fayetteville St.,Raleigh, N.Carolina 27601	NCEB L	Yes	
ADULT PERFORMANCE LEVEL PROJECT University of Texas,Division of Extension Bureau of Industrial & Business Training Austin, Texas 78712		Yes	
ADULT SERVICE CENTER, Montville Township Community Education, 112 Main Road, Montville, New Jersey 07045	NCEB		
ADULT TUTORIAL PROGRAM, Carroll County Learning Center, 124 Washington St. Conway, New Hampshire 03818	NCEB		
ADULT LEARNING CENTER, Harrisburg City Schools, Harrisburg, PA 17112		Yes	X

Name & Address	Network	Questionnaire Returned	Visited
ALABAMA OPEN LEARNING PROGRAM P.O.Box 1487, Tuscaloosa,Ala.35401	NCEB		
ALBERTUS MAGNUS COLLEGE, Life Career Development Center, 700 Prospect St., New Haven, Conn. 06511	Catalyst		
ADVOCATES FOR WOMEN 256 Sutter St., SanFrancisco,CA 94108	Catalyst	Yes	X
ALABAMA OCCUPATIONAL INFORMATION SYSTEM 901 Adams Ave. Montgomery, Ala. 36130	NCEB	Yes	
A L S Purdue University, Ft.Wayne, Indiana 46805	Catalyst		
ALPHA PHI ALPHA , 4501 Cedar St., Pine Bluff, Arkansas 71601			
AMERICAN RIVER COLLEGE College Opportunity Center, 4700 College Oak Drive Sacramento, California 95841	Catalyst		
APPALACHIAN REGIONAL COMMISSION 1666 Connecticut Ave.N.W. Washington, D.C. 20235			
ARCHDIOSESEAN VOCATIONAL SERVICES OFFICE CATHOLIC CHARITIES - 225 E.52nd St. New York, N.Y. 10022			
ARIZONA BOARD OF REGENTS Eddcation Bldg.1535 W.Jefferson Phoenix, Arizona 85007			
ASPIRA OF NEW YORK,76 Madison Ave. New York, N.Y.			X
AWARE ADVISORY CENTER YWCA Bldg. 2019 - 14th St.Santa Monica,CA 90405			
BALDWIN-WALLACE COLLEGE, Experience CUE Counseling and Advising Center Administration Bldg. Berea,Ohio 44017	Catalyst	Yes	
B'NAI B'RITH CAREER & COUNSELING 1640 Rhode Island Ave.N.W. Washington, D.C. 20036			
BALTIMORE NEW DIRECTIONS FOR WOMEN,INC. 2517 N.Charles St. Baltimore, Md.21218	Catalyst NCEB	Yes	
BARNARD COLLEGE Placement & Career Planning - 606 W. 120th St. New York 10027	Catalyst		
BERGEN COMMUNITY COLLEGE - 400 Paramus Rd. Paramus, New Jersey 07652			
BETTER JOBS FOR WOMEN 1038 Bannock Street, Denver,Colo.80204	262	Yes	X

Name & Address	Questionnaire Returned		Visited
BOEING COMPANY, Educational Relations, Training and Development , P.O.Box 3707 Seattle,Washington 98124			
CALDWELL COLLEGE CAREER Planning and Placement Caldwell, N.J. 07006	Catalyst		
CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM,Ventura County Supt. of Schools County Office Bldg.Ventura,Calif. 93001			
CALIFORNIA STATE UNIVERSITY Career Development and Placement 6000 J Street,Sacramento,Calif. 95819	Catalyst		
CAPITOL HIGHER EDUCATION SERVICE 272 Windsor Street,Harford,Conn.06120			
CAREER CLINIC, North Hennepin Community College, Minneapolis, Minn.		Yes	
CAREER COUNSELING SERVICE, Ocean State Training Center, Quonset Point, No.Kingston,Rhode Island 02819	NCEB		
CAREER DYNAMICS CENTER College of Business Administration University of Cincinnati,Cincinnati,O.45221			
CAREER INFORMATION SYSTEM OF IOWA, Dept. of Public Instruction,Grimes State Office Bldg., Des Moines, Iowa 50319	NCEB		
CAREER AND EDUCATIONAL COUNSELING CENTER Stamford Y.W.C.A. 422 Summer St., Stamford,Conn. 06901	Catalyst NCEB	Yes	
CAREER PLANNING CENTER, INC. 1623 S. La Cienega Los Angeles, California 90035			X
CAREER AND VOCATIONAL ADVISORY SERVICE (Project Re-Entry) Civic Center & Clearinghouse, 14 Beacon St. Boston, Mass. 02180	Catalyst NCEB	Yes	X
CEDAR CREST COLLEGE, WOMEN's CENTER Allentown, Pennsylvania 18104	Catalyst	Yes	
COMMUNITY COLLEGE OF PHILADELPHIA, 34 So. 11th St. Philadelphia, Pa.	NCEB	Yes	X
CENTER FOR THE CONTINUING EDUCATION OF WOMEN U.C.L.A. Extension, Los Angeles,Calif.			
CENTER FOR CONTINUING EDUCATION FOR WOMEN,INC. 1 West Church St.Valencia Community College Orlando, Florida 32802	NCEB	Yes	
CENTER FOR CONTINUED LEARNING, 194 S. Main St. Bowling Green, Ohio 43402	Catalyst	Yes	
CAREER AND LIFE PLANNING CENTER, Metropolitan State University,St.Paul,Minnesota 55101			

Name & Address	Network	Questionnaire Returned	Visited
CENTRAL COUNSELING & PLACEMENT Vocational Guidance Service,Inc. 2525 San Jacinto, Houston, Texas 77002	Catalyst NCEB		X
Project CHOICE, Urban Education Center 830 Eddy St. Providence,R.I. 02905			
CHRISTIAN COLLEGE CONSORTIUM, 11 Du Pont Circle, N.W. Washington, D.C. 20036			
CHRYSALLIS CENTER, Saginaw Valley State College, University Center, Michigan			
COLLEGE LEARNER'S ADVISORY SERVICE Enoch Pratt Free Library, 400 Cathedral St.,Baltimore, Maryland 21201	NCEB L	Yes	
COLLEGE WITHOUT WALLS, St.Clair Shores Public Library, 22500 Eleven Mile Road St.Clair Shores, Mich. 48081	NCEB L	Yes	
COLORADO CAREER INFORMATION SYSTEM Willard Administrative Center, University of Colorado,Boulder, Colo. 80309	NCEB OIS	Yes	X
COMMUNITY-BASED COUNSELING FOR ADULTS University of Wisconsin Extension 432 North Lake St.,Madison, Wis. 53706	NCEB	Yes	X
COMMUNITY CAREER CENTER, 3421 Boon Ave. New Hope,Minn. 55427	NCEB	Yes	
COMMUNITY CAREER COUNCIL, 1730 Franklin St.,Oakland,Calif. 94612	NMI	Yes	X
COMMUNITY CAREER PLANNING CENTER FOR WOMEN, Drake University, 1158 27th St. Des Moines, Iowa 50311	Catalyst NCEB	Yes	
COMMUNITY COLLEGE OF VERMONT P.O.Box 81,Montpelier,Vt. 05602	NCEB		
COMMUNITY EDUCATION CENTER, Eveningtide and Lowell Aves.,Altoona, Pa. 16602			
COMPUTER-BASED EDUCATION OPPORTUNITY CENTER,City Univ.of N.Y. 875 Avenue of the Americas, New York,N.Y.10001			
CONNECTICUT ASSOCIATION FOR CONTINUING EDUCATION (CACE) University of Bridgeport Bridgeport, Conn. 06602			
CONNECTICUT CONTINUING EDUCATION AWARENESS PROGRAM, Fairfield University Fairfield, Conn. 06430	Catalyst		
CONNECTICUT COLLEGE, Career Counseling and Placement,New London, Conn. 06320		Yes	
CONVERSE COLLEGE, Women's Center Spartanburg, S.Carolina 29301	Catalyst		

Name & Address	Network	Questionnaire Returned	Visited
CONSORTIUM FOR COORDINATING EDUCATION Blanca 203, 2200 Bott Ave., Colorado Springs, Colo. 80904	NCEB	Yes	
CONSORTIUM FOR PUBLIC LIBRARY INNOVATION 300 Nicollet Mall, Minneapolis,Minn.55401	L	Yes	
CONSORTIUM FOR URBAN EDUCATION, 155 E. Market St.Suite 816,Indianapolis,Ind.46204		Yes	
CONTINUING EDUCATION AND EXTENSION, Dept. of Counseling,University of Minnesota, 315 Pillsbury Drive,S.E.Minneapolis, 55455		Yes	
COOPERATIVE EXTENSION PROGRAMS, University of Wisconsin Extension, Madison,Wis.53706			
COOPERATIVE EXTENSION SERVICE Iowa State University, Ames,Iowa 50010			
COOPERATING RALEIGH COLLEGES, Box X-120 Meredith College,Raleigh, N.Carolina 27611	Catalyst		
COUNCIL FOR THE ADVANCEMENT OF LIFELONG LEARNING, Northeastern N.Y.Committee on Continuing Education, Box 489, Latham,N.Y.	NCEB	Yes	
COUNSELING SERVICE FOR WOMEN, Applied Potential, Box 19, Highland Park,IL 60085	NCEB Catalyst	Yes	X
CREATIVE RESOURCES FOR WOMEN, 601 Market St.San Diego,Calif. 92101			X
CROSSROADS INSTITUTE FOR CAREER DEVELOPMENT, 2288 Fulton St.Berkeley,Calif.94704	Catalyst		
CUYAHOGA COMMUNITY COLLEGE (Project EVE) Mentropolitan Campus, 2900 Community College Ave.Cleveland,Ohio 44115	Catalyst NCEB		X
CYPRESS COLLEGE, Career Planning Center, 9200 Valley View St.Cypress,Calif. 90630	Catalyst		
DE ANZA COLLEGE, 21250 Stevens Creek Blvd.Cupertino, Calif. 95014		Yes	X
DELAWARE COUNTY COMMUNITY COLLEGE Route 252, Media, Pennsyvania		Yes	
DOUGLASS ADVISORY SERVICES FOR WOMEN Rutger's Women's Center, 132 George St. New Brunswick, N.J. 08903	Catalyst	Yes	
DREW UNIVERSITY, CAREER PLANNING AND PLACEMENT, Madison, N.J. 07940	Catalyst		
THOMAS A. EDISON COLLEGE, Statewide Counseling Network, Forrestal Center Forrestal Rd.Princeton, N.J. 07045	NCEB	Yes	
EDUCATIONAL AWARENESS, W.Virginia Bd.of Regents,950 Kanawaha Blvd.East, Charleston, W.Virginia 25301			

Name & Address	Network	Questionnaire Returned	Visited
EDUCATIONAL CONSORTIUM OF HEALTH CARE AGENCIES OF NORTHERN N.Y. P.O.Box 552 Ogdensburg, New York 13669	NCEB	Yes	
EDUCATIONAL EXCHANGE OF GREATER BOSTON 17 Dunster St.Cambridge,Mass. 02138	NCEB		X
EDUCATIONAL OPPORTUNITY CENTER 1100 S.Grand St.Los Angeles,Calif.90015	EOC		
EDUCATION INFORMATION CENTER Carnegie Library, 4400 Forbes Ave. Pittsburgh, PA 15213	NCEB L	Yes	
EDUCATION NETWORK FOR OLDER ADULTS 36 S.Wabash Ave.Suite 714 Chicago 60603	NCEB		X
EDUCATIONAL OPPORTUNITY CENTER University of Alaska at Anchorage 2533 Providence Ave.Anchorage,Alaska	Catalyst NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER Fresno County Educ.Guidance Project 1350 O St.Room 303,Fresno,Cal.93778	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER UCLA Extension, 318 S.Lincoln Blvd. Venice,California 90291	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER 1009 Grant St.Denver,Colo.80203	NCEB EOC	Yes	X
EDUCATIONAL OPPORTUNITY CENTER 965 Hunter St.N.W.Atlanta,Ga.30314	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER, Maui Community College,310 Kaahumanu Ave. Kahului, Hawaii 96732	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER 415 East Main, Belleville,Il 62220	NCEB EOC	Yes	
EDUCATIONAL OPPORTUNITY CENTER 1623 Washington, Alton, IL 62002	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER, YWCA 140 Clarendon St. Boston, Mass.02116	NCEB EOC	Yes	X
EDUCATIONAL OPPORTUNITY CENTER 38 Center St.Chicopee, Mass.01013	NCEB EOC	Yes	
EDUCATIONAL OPPORTUNITY CENTER. Rodman House, 106 Spring St.New Bedford,Mass.	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER, 7 Central Square, Lynn, Mass. 01901	NCEB EOC	Yes	
EDUCATIONAL OPPORTUNITY CENTERS, Worcester Consortium for Higher Educa. 300 Mechanics Tower,Worcester,Mass.01608	NCEB EOC	Yes	X
EDUCATION OPPORTUNITY CENTER, 4378 Lindell St.,St.Louis, Mo. 63108	NCEB EOC	Yes	

Name & Address	Network	Questionnaire Returned	Visited
EDUCATIONAL OPPORTUNITY CENTER, P.O.Box 177, Elko, Nevada 89801	NCEB EOC	Yes	
EDUCATIONAL OPPORTUNITY CENTER 136 W.Monument Ave.Dayton,Ohio 45402	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER 701 Elm St.,Dallas,Texas 75202	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER Alabama Ave.& Naylor Rd.S.E. Washington, D.C. 20020	NCEB EOC	Yes	
EDUCATIONAL OPPORTUNITY CENTER, 515 S. M St., Tacoma,Washington, 98405	NCEB EOC		
EDUCATIONAL OPPORTUNITY CENTER, 411 E.Broadway, E.St.Louis, IL 62201	NCEB EOC	Yes	
ENTERPRISE STATE JUNIOR COLLEGE Career Development Center,P.O.Box 1200, Enterprise, Alabama 36330	Catalyst		
EPISCOPAL COMMUNITY SERVICE 601 Market St.San Diego,Calif.92101			X
EUREKA - The California Career Information System, Diablo Valley Community College,Pleasant Hill,Calif. 94532	NCEB		
EXPERIENCE UNLIMTED Room 1009, 1111 Jackson,Oakland,Calif. 94607		Yes	X
EVERY WOMAN'S PLACE , 942 Terrace St., Muskegon,Mich. 49440	Catalyst		
EXTENDED LEARNING PROGRAM, P.O.Box 843, Athens, Ohio 45701			
FAIRLEIGH DICKINSON UNIVERSITY, Center for Women, Madison Ave. Madison,N.J.07940	Catalyst		
FEDERATION EMPLOYMENT AND GUIDANCE SERVICE 215 Park Ave. New York, N.Y.			
FIND, (Fullerton Information Needs Director) Fullerton Public Library 353 W.Commonwealth,Fullerton.Calif.92631	NCEB L		
FIRST Adult Life Resource Center, The Univ.of Kansas,Div.of Continuing Educ. Lawrence, Kansas 66045	Catalyst NCEB	Yes	
FLEXIBLE CAREERS 37 S. Wabash Ave. Chicago, IL			X
FOCUS OF CHARLOTTESVILLE, P.O.BOX 3365 214 Rugby Rd.,Charlottesville,Va. 22903	NCEB	Yes	
FOOTHILL COLLEGE, Continuing Education for Women, Los Altos Hills,Calif.94002	Catalyst		
FOSTER AND WOOD ASSOCIATES, INC. 3511 Cedar Springs Rd. Dallas, Texas 75219			

Names and Address	Network	Questionnaire Returned	Visited
ANNA FRAMES, Supervisor of Counseling CETA, 1317 Filbert St.,Philadelphia, 19107			X
GEORGIA CAREER INFORMATION SYSTEM George Consortium,George State University Atlanta, Georgia 30303	NCEB		
GENESEC MIGRANT CENTER, State University College,Geneseo, N.Y. 14454	NCEB		
GEORGE MASON UNIVERSITY, State University of Northern Virginia, Fairfax, Virginia 22030			
GOLDFARB, ANITA 18340 Ventura Blvd. Tarzana, Calif.	Catalyst		
GRADUATE STUDIES CENTER, Millikin Univ. Decatur, Ill. 62522	NCEB		
GREATER CINCINNATI CONSORTIUM OF COLLEGES AND UNIVERSITIES, Victory Parkway, Cincinnati, Ohio 45207			
GREATER CLEVELAND EXTERNAL DEGREE SERVICE 2422 Prospect Av.Cleveland, Ohio 44115			X
GREATER MIAMI CENTER FOR THE CONTINUING EDUCATION OF WOMEN, Miami Dade Community College,Miami,Florida			
HAMLINE UNIVERSITY, Career Studies Center 1536 Hewitt Ave.St.Paul, Minn. 55104	Catalyst	Yes	
HELAS PROJECT, New York Public Library 8 E. 40th St. New York, N.Y.	L	Yes	X
HIGHER EDUCATION LIBRARY ADVISORY SERV. 99 Washington Ave. Albany, N.Y. 12230	NCEB		
HIGHER EDUCATION LOCAL PROGRAM 1220 Linden Drive, Madison, Wis.53706	NCEB	Yes	
HOFSTRA UNIVERSITY, Counseling Center Hempstead, N.Y. 11550	Catalyst		
BARBARA HOLT ASSOCIATES, INC. 527 Madison Ave.New York,N.Y. 10022	Catalyst	Yes	
HOLLINS COLLEGE, Career Counseling Center, Hollins College, Virginia 24020	Catalyst		
HUDSON COUNTY COMMUNITY COLLEGE, 8411 Tonnelle Ave.N.Bergen,N. J. 07047			
IBM 5600 Cottle Road, San Jose, Calif.95193			
INDEPENDENT STUDY PROGRAM Salt Lake County Library System, 2197 E.7000 South,Salt Lake City,Utah.84121	NCEB L	Yes	

Names and Address	Network	Questionnaire Returned	Visited
INDIANA OFFICE OF MANPOWER DEVELOPMENT 150 West Market St. 7th Floor, Indianapolis, Indiana 46204			
INDIANA UNIVERSITY, Continuing Education for Women, Owen Hall, Bloomington, Ind. 47401	Catalyst		
INDIANA UNIVERSITY, Continuing Education Center for Women, 1301 E. 38th St., Indianapolis, Indiana 46205	Catalyst		
INDIANA UNIVERSITY/PURDUE UNIVERSITY Counseling and Academic Development Div. 2101 Coliseum Blvd. East, Ft. Wayne, 46805	Catalyst		
INDIVIDUAL DEVELOPMENT CENTER, INC. 1020 E. John St. Seattle, Wash. 98102	Catalyst		
INDUSTRY-EDUCATION COUNCIL OF CALIFORNIA 1575 Old Bayshore Highway, Burlingame, Cal.	NMI		X
INFO - Wilcastle Center, 2600 Pennsylvania Ave. Wilmington, Delaware 19806	NMI	Yes*	
INFORMATION AND COUNSELING SERVICE FOR WOMEN, 301 Crown St., New Haven, Conn. 06520	Catalyst NCEB		
INMATE COLLEGE ADVISORY PROJECT, Univ. of the State of New York, 99 Washington St. Albany, N.Y. 12230	NCEB	Yes	
IRON RANGE POST-SECONDARY EDUCATION CENTER Minnesota Higher Educ. County Board, Mesabi Community College, Virginia, Minn. 55792	NCEB	Yes	
JERSEY CITY STATE COLLEGE, The Women's Center, 70 Audubon, Jersey City, N.J. 07305	Catalyst		
JEWISH VOCATIONAL SERVICE, 454 William St. E. Orange, N.J. 07017	Catalyst		
JEWISH VOCATIONAL SERVICE 13878 Cedar Road, University Hts. Ohio		Yes	X
JOLIET JUNIOR COLLEGE, 1216 Houbolt Rd. Joliet, Ill. 60431			
JOB ADVISORY SERVICE, Beatty Hall Chatham College, Woodland Rd. Pittsburgh, PA	Catalyst	Yes	
KEAN COLLEGE OF NEW JERSEY (EVE) Administration Bldg., Union, N.J. 07082	Catalyst	Yes	
J. F. KENNEDY AREA VOCATIONAL-TECHNICAL SCHOOL, Philadelphia, Pa. 19146			X
JOHN F. KENNEDY UNIVERSITY, 12 Altarinda Road, Orinda, California 94563		Yes	
KENTUCKIANA METROVERSITY, Garden Court, Alta Vista Road, Louisville, Kentucky 40202	NCEB		
KINGSBOROUGH COMMUNITY COLLEGE, Office of Career Counseling and Placement, 2001 Oreintal Blvd. Brooklyn, N.Y. 11235	Catalyst		

* Arrived too late to be included in computer analysis.

Name & Address	Network	Questionnaire Returned	Visited
LaGuardia Community College Cooperative Education Project 31-10 Thomson Ave.Long Island City,N.Y.11101			
LA ROUCHE, JANICE Assn. Inc. Workshops for Women, 333 Central Park W.New York,N.Y	Catalyst		
LEARNERS'ADVISORY SERVICE, Free Public Library of Woodbridge,Woodbridge,N.J.07095	NCEB L	Yes	
LEARN YOUR WAY, Brooklyn Public Library Grand Army Plaza,Brooklyn,N.Y.11238	NCEB L		
LEARNER'S ADVISORY SERVICE, N.Y.Public Library,Office of Adult Services 8 E.40th St.New York,N.Y. 10016	NCEB L		
LEARNER'S ADVISORY SERVICE, Portland Public Library, 619 Congress St., Portland, Maine 04101	NCEB L		
THE LEARNING CENTER, INC. Box 19, Lebanon, New Hampshire 03760	NCEB		
LEARNING UNLIMITED Minneapolis Public Library 300 Nicollet Mall,Minneapolis,Minn.	NCEB L		
LAWRENCE LIVERMORE LABORATORY, Univ.of California, P.O.Box 808 Livermore, California 94550			
LIFELONG LEARNING CENTER, Central Library 19th & Vine Sts.,Philadelphia,PA 19103	NCEB L	Yes	X
LIFELONG LEARNING CENTER, Reading Public Library, 5th & Franklin Sts., Reading, PA 19602	NCEB L		
LIFE MANAGEMENT SERVICES, INC. 6825 Redmond Drive,McLean,VA 22101		Yes	
LIFETIME EDUCATIONAL OPPORTUNITIES Greensboro Public Library,Greensboro,N.C.	NCEB L	Yes	
LONG ISLAND ADVISORY CENTERS, 1425 Old Country Road,Plainview,N.Y. 11803	NCEB		
LOS ANGELES VALLEY COLLEGE, Center for New Directions,5800 Fulton Ave., Van Nuys,California 91401	Catalyst		
LULAC EDUCATION SERVICE CENTER 2605 S. Sawyer,Chicago,Ill.60623		Yes	
MACOMB COUNTY COMMUNITY COLLEGE Community Resource Center, 14500 Twelve Mile Road,K-332,Warren, Mich. 48093	Catalyst		
MARYLHURST EDUCATION CENTER, College for Lifelong Learning,Marylhurst,Ore.97036		Yes	

Name and Address	Network	Questionnaire Returned	Visited
MARYMOUNT COLLEGE, Career Development Office,Tarrytown,N.Y.10591	Catalyst		
MARYMOUNT MANHATTAN COLLEGE, Career Development Center, 221 E.71st St., New York, N.Y. 10021	Catalyst		
MASSACHUSETTS OCCUPATIONAL INFORMATION SERVICE, INC. Wellesley Office Park, 60 William St.Wellesley Hills,Mass.02181	NCEB OIS		
MASSASOIT COMMUNITY COLLEGE, The Center for Women, 290 Thatcher St.Brockton, Mass. 02402	Catalyst		
McElroy and Doban,Inc. 2807 Concord Pike,Wilmington,Delaware 19803			
William McMullen, Northeast Regional Library, 1032 Fillmore, Corinth,Miss.	L		
MERCY COLLEGE, Career Counseling and Placement, 555 Broadway, Dobbs Ferry, N.Y.10522	Catalyst		
MICHIGAN OCCUPATIONAL INFORMATION SYSTEM Michigan Dept,of Education,Vocational-Technical Educ.Service,P.O.Box 30009 Lansing, Michigan 48909	NCEB		
MICHIGAN TECHNOLOGICAL UNIVERSITY, Center for Continuing Education Houghton, Mich. 49931	Catalyst	Yes	
MIDDLESEX COMMUNITY COLLEGE, Widening Opportunity Research, Div.of Continuing Education,Bedford,Mass. 01730	Catalyst		
MIDDLESEX COUNTY COLLEGE, Women's Career Inf.Center,Edison,N.J.08817		Yes	
MID-MISSOURI ASSOCIATED COLLEGES & UNIVERSITIES, 231 Gentry Hall,Univ. of Missouri, Columbia, MO 65201			
MILLS COLLEGE Center for Career & Life Planning Oakland, California 94613	Catalyst		
MINNESOTA HIGHER EDUC.COORDINATING COMMISSION, CapitolSquare Suite 400 550 Cedar St.St.Paul, Minn. 55101	OIS		
MINNESOTA OCCUPATIONAL INFORMATION SYSTEM, 670 American Center Bldg. 150 E.Kellogg Blvd.St.Paul,Minn.55101	NCEB OIS	Yes	
MINORITY WOMEN EMPLOYMENT PROGRAM 1543 Olympic Blvd.West,Los Angels,Cal.	MWEP		
MINORITY WOMEN EMPLOYMENT PROGRAM 40 Marietta St.N.W.Suite 808,Atlanta,GA	MWEP		
MINORITY WOMEN EMPLOYMENT PROGRAM 1000 Howard AVe.Suite 600. New Orleans LA.70112	MWEP		

Name and Address	Network	Questionnaire Returned	Visited
MINORITY WOMEN EMPLOYMENT PROGRAM 89 State St., Boston, Mass.02109	MWEP		
MINORITY WOMEN EMPLOYMENT PROGRAM 1014 Vine St. Cincinnati,Ohio 45202	MWEP		
MINORITY WOMEN EMPLOYMENT PROGRAM 115 W.3rd St. Tulsa, Okla. 74103	MWEP		
MINORITY WOMEN EMPLOYMENT PROGRAM 109 North Akard St.Dallas,Texas 75201	MWEP		X
MINORITY WOMEN EMPLOYMENT PROGRAM 5619 Fannin St. Houston,Texas 77004	MWEP		
MISSISSIPPI STATE UNIVERSITY, Placement and Career Information Center, Mississippi State, Missouri 39762	Catalyst	Yes	
MONTANA STATE UNIVERSITY, Focus on Women, 211 Montana Hall,Bozeman,Mont.	Catalyst	Yes	
MONTCALM COMMUNITY COLLEGE, Area Guidance Center,Sidney,Mich. 48885	Catalyst		
MORAINE VALLEY COMMUNITY COLLEGE Adult Career Resources Center, 10900 S.88th Ave. Palos Hills, Ill. 60465	Catalyst		X
MORE FOR WOMEN, INC. 52 Gramercy Park North,New York,N.Y. 10010	Catalyst		
C.S.MOTT COMMUNITY COLLEGE, Guidance Services, 1401 E.Court St.,Flint,Mich.	Catalyst		
NASSAU COUNTY WOMEN'S SERVICES 1425 Old Country Rd.Plainview,N.Y.11802	NCEB	Yes	
NASSAU LIBRARY SYSTEM, 900 Jerusalem Ave.,Uniondale, N.Y. 11553	L		
NATIONAL TRAINING LAB INSTITUTE P.O.Box 9155,Rosslyn Station,Arlington, VA 22209			
NEBRASKA CAREER INFORMATION SYSTEM Research Coordinating Unit, Box 33 Henzlik Hall,Univ.of Nebraska Lincoln, Nebraska 68588	NCEB	Yes	
NE-VEST (New England Volunteer Employment Service Team) 400 Totten Pond Road, Waltham, Mass. 02154			X
NEW CAREERS, Box C-26 Cinnaminson, New Jersey 08077	Catalyst		
NEW JERSEY EDUCATION CONSORTIUM 228 Alexander Rd.,Princeton,N.J.08541	NCEB	Yes	
NEW MEXICO EDUCATIONAL OPPORTUNITY CENTER, Northern N.Mexico Community College, Espanola, New Mexico 87532	NCEB		
NEW WAYS TO WORK, 457 Kingsley Ave., Palo Alto, California 94301		Yes	X

Name and Address	Network	Questionnaire Returned	Visited
NEW YORK COMMUNITY TRAINING INSTITUTE Education and Career Counseling Headquarters, 225 Park Ave.S.New York 10003	Catalyst NCEB	Yes	
NON-TRADITIONAL JOB OPPORTUNITIES Lower Columbia College, Longview, Washington 98632		Yes	
NON-TRADITIONAL OCCUPATIONS FOR WOMEN,YWCA, 140 Clarendon St. Boston, Mass.			X
NORTH ALABAMA ED.OPPORTUNITY CENTER 2205 University Drive N.W.-S.5 Huntsville, Alabama 35805	NCEB		
NORTHERN MICHIGAN UNIVERSITY, Women's Center for Continuing Education Marquette, Michigan 49855	Catalyst		
NORTHEAST REGIONAL LIBRARY 1032 Fillmore,Corinth,Miss.38834			
NORTHERN VIRGINIA COMMUNITY COLLEGE 8333 Little River Turnpike Annandale, VA 22003			
NORTHERN VIRGINIA INFORMATION AND COUNSELING CENTER - WOMEN, 127 Park St.N.E. Vienna,VA 22180	NCEB		
OAKLAND UNIVERSITY, Continuum Center for Adult Counseling & Leadership Training,Rochester,Mich.48853	Catalyst	Yes	
OAKTON COMMUNITY COLLEGE, Adult Career Resource Center, 7900 North Nagle,Morton Grove,IL 60053	Catalyst	Yes	X
OCCUPATIONAL INDUSTRIALIZATION CENTER 1600 North 19th St. Philadelphia,PA	OIC		
OCEAN STATE TRAINING CENTER, Dept. of Education Career Counseling Service Quonset Point, N.Kingstown,Rhode Island			
OFFICE OF MANPOWER PLANNING, 1801 S. Gadsden St. Tallahassee,Fla. 32301			
OHIO CAREER INFORMATION SYSTEM 309 South Fourth St.Columbus,Ohio 43216	NCEB OIS		
OKANOGAN COUNTY EDUCATION BROKERAGE SERVICE, Wenatchee Valley College Box 2058,Omak, Washington 98841	NCEB	Yes	
OKLAHOMA STATE DEPT.OF VOCATIONAL AND TECHNICAL EDUCATION, Manpower Training Skills Center, 201 N.E.48th Oklahoma City, Okla. 73105		Yes	
OLDER THAN AVERAGE STUDENT PROGRAM Valley City State College, Valley City, N.Dakota 58072			

Name and Address	Network	Questionnaire Returned	Visited
"ON YOUR OWN" Denver Public Library 1357 Broadway, Denver,Colo.80203	NCEB L		X
OPEN ACCESS-SATELLITE EDUCATION SERVICE, CAPITAL HILL LIBRARY 334 S.W.26th St.Oklahoma City,Okla.	NCEB L	Yes	
OPEN ROAD/NEW AVENUES Citizen's Policy Center, 1323 Anacapa St.,Santa Barbara,Cal. 93101	NCEB		
OPPORTUNITIES FOR WOMEN University of Arizona, Tucson,Ariz.		Yes	
OPTIONS: ADULT CAREER/EDUCATION SERV. INC. Ohio State University, 2376 Abington Road,Columbus,Ohio 43221			
OPTIONS - Public Library of Columbus and Franklin Counties,96 S.Grant Ave. Columbus, Ohio 43215	L		
OPTIONS FOR WOMEN, INC. 8419 Germantown Ave.Philadelphia, PA 19118	NCEB Catalyst		
ORANGE COUNTY COMMUNITY COLLEGE, Office of Community Services,115 South St., Middletown, N.Y. 10940	Catalyst		
OREGON CAREER INFORMATION SYSTEM, University of Oregon, 271 Hendricks Hall, Eugene, Oregon 94703	NCEB	Yes	X
OUTREACH ADULT COUNSELING SERVICE Colorado Mountain College, 526 Pine St.Glenwood Springs,Colo. 81601	NCEB		
PACE UNIVERSITY - NEW DIRECTIONS Pleasantville Campus Pleasantville, N.Y. 10570	Catalyst	Yes	
PERSONNEL SCIENCES CENTER 341 Madison Ave.New York,N.Y. 10012		Yes	
PHOENIX EDUCATIONAL OPPORTUNITY CENTER 34 West Monroe, Phoenix, Aria. 85003	NCEB		
THE PHOENIX INSTITUTE, 1615 Foothill Drive,Salt Lake City,Utah 84108	Catalyst		
PLANNING FOR EDUCATION AND CAREER 30 Maple Ave.Windson,Conn. 06095	NCEB		
PROJECT CHOICE - Clearinghouse, Continuing Education Urban Education Center, 830 Eddy St., Providence,R.I.	NCEB		
POSTSECONDARY ADULT STUDENT SERVICES School of Continuing Studies Indiana University,Bloomington,Ind.47401	NCEB		

Name and Address	Network	Questionnaire Returned	Visited
PRE-RETIREMENT OPTIONS, 1 West Wilson St. Room 244, Madison, Ws. 53702			
PROFESSIONAL ROSTER, THE 5 Ivy Lane Princeton, New Jersey 08540	Catalyst		
PROJECT DOVE-Office of Advising and Orientation, Kent State University Kent,Ohio 44242		Yes	
PUTNAM NORTH WESTCHESTER COUNTY WOMEN'S CENTER, 2 Mahopac Plaza Mahopac, N.Y. 10541	NCEB		
QUAD CITIES GRADUATE STUDY CENTER 639 38th St. Rock Island,IL 61201	NCEB	Yes	
REACH, INC. O'Connor Hall College of St.Eliz abeth, Covent Station, New Jersey 07961	Catalyst	Yes	
REGENTS VOLUNTEER ADVISORS NETWORK 99 Washington Ave.Albany,N.Y.12230	NCEB		
REGIONAL COUNSELING CENTER OF SOUTHEASTERN CONNECTICUT, 76 Federal St.,New London,Conn. 06320	NCEB	Yes	
REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK 405 Oak St., Syracuse,N.Y.	Catalyst NCEB	Yes	
RESOURCE CENTER FOR EDUCATIONAL OPPORTUNITIES 19 Fort Hills St. Bingham, Mass. 02043	Catalyst		
RESOURCE CENTER FOR WOMEN, 445 Sherman Ave.,Palo Alto, California 94306	Catalyst	Yes	
ROCHESTER REGIONAL CENTER, Rochester Community College, Room A-102,Highway 14 East, Rochester, Minn. 55901	NCEB		
ROCKFORD REGIONAL ACADEMIC CENTER 215 North Wyman St.Rockford,IL 61101	NCEB	Yes	
ROCKLAND COUNTY GUIDANCE CENTER FOR WOMEN, Nyack, New York		Yes	
RURAL/REGIONAL EDUCATION ASSOCIATION Chatauqua County Bd.of Cooperative Educational Services, Fredonia,N.Y.14063			
RUTGERS UNIVERSITY , Counseling and Career Development Center, 53 Washington St., Newark, New Jersey	Catalyst	Yes	
ST. LOUIS PUBLIC LIBRARY, 1301 Olive St., St. Louis, Missouri 63104	NCEB	Yes	
SALEM COLLEGE Lifespan Center Lehman Hall,Salem Station, Box 10548 Winston-Salem,N.Carolina 27108	Catalyst		

Name and Address	Network	Questionnaire Returned	Visited
SALT LAKE CITY PUBLIC LIBRARY 209 E. 5th St.South, Salt Lake City Utah 84111	NCEB L	Yes	
SAN JOSE STATE UNIVERSITY, Re-Entry Advisory Program, Old Cafeteria Bldg. San Jose, California 95192	Catalyst	Yes	
SCARRITT COLLEGE, Center for Women's Studies, 1008 19th Ave. South Nashville, Tenn. 37203	Catalyst		
SHAPIRO, RUTH, ASSOCIATES, Career Development and Self-Marketing Workshops, 200 E.30th St.New York,N.Y.10016	Catalyst		
SOCIO-CRAFT, 5 Randolph Oak Park, Il 60302			
SOUTHWEST EDUCATIONAL INSTITUTE,INC. 2034 N. Third St.,Phoenix,Ariz.84003			
SOUTHWEST STATE UNIVERSITY, Personal Development Center, 268 CAB, Marshall, Minn. 56258	Catalyst		
SUNY AT BUFFALO , University Placement and Career Guidance, 3435 Main St., Buffalo, N.Y. 14214	Catalyst	Yes	
SUNY AT STONY BROOK, Mid-Career Counseling Center, 14-235 SBS Bldg. Stony Brook, N.Y. 11794	Catalyst NCEB	Yes	X
SWATHMORE COLLEGE, Office of Career Counseling and Placement Swathmore, PA 19081	Catalyst		
TEMPLE UNIVERSITY, Career Services, E.C.Women, Mitten Hall, Philadelphia, PA 19122	Catalyst NCEB		
UNIVERSITY OF ARIZONA, Dept. of Counseling and Guidance, Tucson, Arizona 85721	Catalyst	Yes	
UNIVERSITY OF CALIFORNIA EXTENSION The Women's Opportunities Center, 148 C Administration Bldg.Irvine,Cal.92717	Catalyst	Yes	
UNIVERSITY OF CINCINNATI, Continuing Education and Metropolitan Services Cincinnati, Ohio 45221			
UNIVERSITY OF ILLINOIS, Administration for Client Services, 103 Illini Hall Champaign, IL 61820		Yes	
UNIVERSITY OF IOWA, University Counseling Center,Iowa Memorial Union Iowa City, Iowa 52243	Catalyst	Yes	
UNIVERSITY OF KANSAS, Adult life Resource Center, Div.of Continuing Education, Lawrence, Kansas 66045	Catalyst	Yes	

Name and Address	Network	Questionnaire Returned	Visited
UNIVERSITY OF MICHIGAN, Center for Continuing Education, Ann Arbor, Mich.		Yes	
UNIVERSITY OF MID-AMERICA P.O.Box 82006, Lincoln, Nebr.68501			
UNIVERSITY OF MISSOURI, The Women's Resource Service, 5325 Rockhill Rd., Kansas City, Mo. 64110	Catalyst		
UNIVERSITY OF MISSOURI - St. Louis Extension Div. Women's Programs 3001 Natural Bridge Rd., St.Louis, Mo.63121	Catalyst	Yes	
UNIVERSITY OF MONTANA, Ms.Patricia P. Douglas, Missoula, Montana 59801			
UNIVERSITY OF PENNSYLVANIA, Resources for Women, 112 Logan Hall, Philadephia, PA 19114	Catalyst	Yes	
UNIVERSITY OF RICHMOND, Women's Resource Center, University College, Richmond, VA 12172	Catalyst		
UNIVERSITY OF TEXAS - AUSTIN, Career Choice Information Center, Jester A-115 Austin, Texas 78784			
UNIVERSITY OF THE STATE OF NEW YORK Higher Education Library Ad. Service 99 Washington Ave. Albany, N.Y.12230	L		
UNIVERSITY OF WASHINGTON, Career and Life Planning, 1209 N.E.41st, Seattle, Washington 98105	Catalyst	Yes	
UNIVERSITY OF WYOMING, PLACEMENT SERVICE P.O.Box 3195, University Station Laramie, Wyoming 81071			
VILLA MARIA COLLEGE, Career Counseling Center for Adult Women, 2551 W.Lake Rd., Erie, PA 16505	Catalyst		
VIRGINIA COMMONWEALTH UNIVERSITY, Evening College, 901 W.Franklin St.Richmond, VA	Catalyst		
VIRGINIA NEAL BLUE CENTER FOR COLORADO WOMEN, 25 North Spruce St.Colorado Springs, Colo. 80905	Catalyst	Yes	
VOCATIONAL GUIDANCE SERVICE, INC. 2525 San Jacinto, Houston, Texas 77002		Yes	
WADENA REGIONAL CENTER, 411 Colfax Ave.S.W. Wadena, Minnesota 56482	NCEB		
WASHINGTON UNIVERSITY, Continuing Education for Women, Box 1099, St.Louis, Mo.	Catalyst		

Name and Address	Network	Questionnaire Returned	Visited
WASHINGTON OCCUPATIONAL INFORMATION SERVICE, Evergreen State College Olumpia, Washington 98505	NCEB		
GEORGE WASHINGTON UNIVERSITY, Continuing Education for Women, 2130 H St. N.W. Washington, D.C.20052	Catalyst		
WEST VIRGINIA UNIVERSITY, Placement Service, Mountain Lair, Morgantown, W.Va. 25606	Catalyst	Yes	
WESTCHESTER COUNTY WOMEN'S CENTER W.2nd St. and S. 6th Ave., Mt.Vernon, N.Y. 10550	NCEB		
WESTCHESTER COUNTY WOMEN'S CENTER 170 E.Post Road,Room 206, White Plains, New York, 10601	NCEB		
WESTERN MICHIGAN UNIVERSITY Center for Women's Service, FB19 Ellsworth HALL,Kalamazoo,Mich.49008	Catalyst	Yes	
WHY NOT? PROGRAM, YWCA, 2 Washington St.,Worcester, Mass. 01608	Catalyst		X
WIDER OPPORTUNITIES FOR WOMEN, 1649 K St.N.W.Washington,D.C.20006		Yes	
WILSON COLLEGE, Office of Career Planning & Placement, Chambersburg,PA	Catalyst		
WINNERS 90 Warren St., Roxbury,Mass. 02119	NCEB		X
WISCONSIN VOCATIONAL STUDIES CENTER AND JOB SERVICE, 201 E.Washington, Madison, Wis.			X
WOMAN ALIVE, INC. YWCA, 229 Ogden St. P.O.Box 1121, Hammond,Indiana 46325	NCEB Catalyst	Yes	
WOMAN SCHOOL, Adult Education Center 424 Madison Ave. New York,N.Y.10017			
WOMEN EMPLOYED 37 S. Wabash Chicago, IL 60603	Catalyst		X
WOMEN FOR HIGHER EDUCATION, State Coordinating Office,R.F.D.4,Hackett Hill Road, Manchester, N.H. 03102	NCEB		
WOMEN WORK FOR WORK, Vocational Guidance Service, 2525 San Jacinto Housto, Texas		Yes	
WOMEN'S CAREER CENTER,INC. 121 N. Fitzhugh St. Rochester, N.Y.14614	NCEB Catalyst		
WOMEN'S CAREER DEVELOPMENT CENTER 1930 East Monument Ave.Dayton,O.45402			

Name and Address	Network	Questionnaire Returned	Visited
WOMEN'S CAREER CENTER, INC. Y.W.C.A. 802 N.Lafayette,S.Bend,Indiana 46601			
WOMEN'S CENTER FOR EDUCATIONAL AND CAREER ADVANCEMENT, National Council of Negro Women, 198 Broadway,Suite 201 New York, N.Y. 10028			
WOMEN'S CENTER OF DALLS, 3107 Routh Street, Dallas,Texas 75201	Catalyst		
WOMEN's EDUCATION DEVELOPMENT INCENTIVE Brevard Community College, Cocoa Campus Cocoa, Florida 32992			
WOMEN'S EDUCATIONAL & INDUSTRIAL UNION Career Services, 356 Boylston St., Boston, Mass. 02116	Catalyst	Yes	X
WOMEN'S EMPLOYMENT COUNSELING CENTER YWCA, 40 East Main St.Champaign,IL 61820			
WOMEN'S ENTERPRISES, 744 Boylston St. Boston, Mass. 02116			X
WOMEN'S INC. 15 Spinning Wheel Rd., Hinsdale, IL 60521	Catalyst NCEB		X
WOMEN'S RESOURCE CENTER, Telmar Woods #23B,Orono Maine 04473			
WOMEN'S RESOURCE CENTER, 226 Bostwick, N.E. Grand Rapids, Michigan 49503	Catalyst NCEB	Yes	
WOMEN'S RESOURCE CENTER, INC. P.O. Box 474, Norman,Okla. 73070	Catalyst	Yes	
WOMEN'S SERVICE OF KNOXVILLE, INC. P.O.Box 384,Knoxville,Tenn 37901			
WOMEN'S SUPPORTIVE SERVICES, YWCA 717 Grand Ave. Des Moines, Iowa 50309	NCEB	Yes	
WOMEN'S WAY, 412 Red Hill Ave.Suite 9 San Anselmo, California 94960	Catalyst		
WOMEN'S WORK, 820 First Natl.Bldg. Davenport, Iowa 52801	Catalyst		
WORK ASSOCIATES, 820 First Natl.Bank Bldg., Davenport, Iowa 52801	Catalyst		
WORLD EDUCATION SERVICE, INC. P.O.Box 8643 Baltimore/Washington International Airport Baltimore, Maryland 21240			
WYES-TV, CHANNEL 12, P.O.Box 24026 New Orleans, La. 70184	NCEB	Yes	
YMCA of Boston,Counseling Services 316 Huntington Ave, Boston,Mass.02115		Yes	

Appendix C

NETWORK COALITION CONFERENCE

January 30 and 31, 1979

AGENDA

Tuesday, January 30, 1979

12:30 - 2:00	*Lunch, Room 2109* *Introduction* *Conference Objectives*
2:00 - 5:00	*Share information regarding constituencies, activities, plans for technical assistance*
5:00 - 6:00	*Break*
6:00 - 7:00	*Cocktails, Lilienthal Room*
7:00 -	*Dinner, Lilienthal Room*

Wednesday, January 31, 1979

8:00	*Continental Breakfast, Room 2109*
8:30 - 12:00	*Discussion of Sources of Support for Adult Advocacy Federal, State, Private*
12:00 - 1:30	*Lunch*
1:30 - 3:30	*Develop Collaborative Processes* *Consider - Coordinating Technical Assistance Efforts* *- A Review of Public Policy Issues of Common Concern* *- Further Contacts*

NETWORK COALITION CONFERENCE

May 8 and 9, 1979
O'Hare Hilton, Chicago

AGENDA

Tuesday, May 8

12:30-1:30	Luncheon (Room 2055). Introduction of participants.
1:30-3:15	Conference objectives and information sharing.
3:15-3:30	Break.
3:30-5:00	Presentations:

- Bruce McKinlay, Director of the Oregon Career Information System. *Counselor training for computer-based programs.*
- Francis Macy, Director of the National Center for Educational Brokering. *Counselor competencies.*
- Melvin Hall, Assistant Dean, Academic Programs, Sangamon State University. *Naturalistic inquiry: an evaluation approach.*

5:00-6:00	Break.
6:00-7:00	Cocktails (Parlor C).
7:00 on	Dinner (Parlor C). Presentation:

- Gustave Rath, Professor of Industrial Engineering, Northwestern University. *Evaluating counseling programs.*

Wednesday, May 9

8:00 a.m.	Breakfast (Room 2055).
8:30-12:00	Workshops (choose A or B):

A. Selection, training, and certification of counselors.

B. Program, administration and counselor performance evaluation.

12:00-1:00	Luncheon.
1:00-3:00	Plenary session: reports back from workshops.

Conclusion: *Where do we go from here?*

NETWORK COALITION CONFERENCE

May 8 and 9, 1979

Sponsors:

Marilyn D. Jacobson
ADULT CAREER ADVOCATES PROJECT
School of Education
Evanston, Illinois 60201 (312) 492-3736

Francis U. Macy
NATIONAL CENTER FOR EDUCATIONAL BROKERING
1211 Connecticut Avenue, N. W. - Suite 400
Washington, D. C. 20036 (202) 466-5530

Representatives:

AMERICAN ASSOCIATE OF COMMUNITY AND JUNIOR COLLEGES
Policies for Lifelong Education
Jamison Gilder
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Mark Cheren
18th and D, N. W.
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AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
-Steven Merman
6000 East Evans Avenue
Building One, Suite 210
Denver, Colorado (303) 759-9313
-June Dains
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333 North Elston Avenue
Chicago, Illinois 60618 (312) 463-1144

ASPIRA INC. OF ILLINOIS
Carmelo Rodriguez
3432 West Diversey
Chicago, Illinois 60647 (312) 252-0970

B'NAI B'RITH CAREER AND COUNSELING SERVICES
S. Norman Feingold
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CATALYST
Jeannine Green
14 East 60th Street
New York, New York 10022 (212) PL9-9700

DISPLACED HOMEMAKER NETWORK
Shirley Sapin
c/o BPW Foundation
2012 Massachusetts Avenue, N. W.
Washington, D. C. (202) 293-1200

EDUCATION INFORMATION CENTERS
William Hilton and Rosa Ramirez
Illinois State Scholarship Commission
Office of Informational Services
203 North Wabash Avenue - Room 2118
Chicago, Illinois 60601 (312) 793-3745

EDUCATIONAL OPPORTUNITY CENTER - COMPUTER BASED
Nathan Johns
101 West 31st Street
New York, New York 10001

FREE UNIVERSITY NETWORK
William Draves
1221 Thurston
Manhattan, Kansas 66502

FUTURE DIRECTIONS FOR A LEARNING SOCIETY
Ronald Miller
The College Board
888 Seventh Avenue
New York, New York 10019 (212) 582-6210

ILLINOIS MANAGEMENT TRAINING INSTITUTE
Karen Hughes
800 Lee Street
Des Plaines, Illinois 60016 (312) 298-3216

LEARNING EXCHANGE, THE
Ed Dobmeyer
Box 920
Evanston, Illinois 60204 (312) 273-3385

LULAC
National Education Service Centers, Inc.
Jose Longoria
400 First Street, N. W. - Suite 716
Washington, D. C. 20001 (202) 347-1652

MINNESOTA OCCUPATIONAL INFORMATION SYSTEM
James Spensley
670 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101 (612) 296-6900

MINORITY WOMEN EMPLOYMENT PROGRAM
Beverly Lyle
148 International Boulevard - Suite 403
Atlanta, Georgia 30303 (404) 681-~~/~~631

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Karin Stork Whitson
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

NATIONAL URBAN LEAGUE, THE
- Jacob Haywood
  Central Regional Office
  36 Wabash, Suite 1200
  Chicago, Illinois 60603 (312) 346-2548
- Ronald Brown
  Washington Bureau
  425 Thirteenth Street, N. W. - Suite 515
  Washington, D. C. 20004 (202) 393-4332

WOMEN'S BUREAU - U. S. DEPARTMENT OF LABOR
- Elsie Denison
  601 D Street, N. W.
  Washington, D. C. 20210
- Sandra Frank
  Chicago Regional Office
  230 South Dearborn
  Chicago, Illinois 60604 (312) 353-6985

U. S. DEPARTMENT OF LABOR
Employment and Training Administration
William Kemmerer
230 South Dearborn
Chicago, Illinois 60604 (312) 353-~~7246~~ 6835

U. S. OFFICE OF EDUCATION
Division of Student Services and Veterans Programs
David Johnson
400 Maryland Avenue
Washington, D. C. 20202 (202) 245-6664

Presenters:

Melvin Hall
Assistant Dean, Academic Programs
Sangamon State University
Springfield, Illinois

Bruce McKinlay, Director
Oregon Career Information System
University of Oregon
Eugene, Oregon

Gustave Rath, Professor
Industrial Engineering
Northwestern University
Evanston, Illinois

Guests:

Jacob Jennings
TITLE 1-A ILLINOIS BOARD OF HIGHER EDUCATION
Room 1133
160 North LaSalle Street
Chicago, Illinois 60601

Angela D'Aversa
EDUCATIONAL TESTING SERVICE
One American Plaza
Evanston, Illinois

Advisory Board (Adult Career Advocates Project):

Kathleen Arns
Assistant Vice-President
Vocational Curriculum
Oakton Community College

William Busch
General Personnel Supervisor
Illinois Bell Telephone Company

Frank H. Cassell
Professor of Industrial Relations
Northwestern University Graduate School of Management

William R. Hazard
Professor of Educational Administration
Northwestern University School of Education

NORTHWESTERN UNIVERSITY

TRANSITIONS IN EDUCATION, WORK AND LEISURE

Taught by:
Professor Frank H. Cassell
Graduate School of Management

and

Professor Marilyn D. Jacobson
School of Education

Northwestern University
School of Education

Course D-91: TRANSITIONS IN EDUCATION, WORK AND LEISURE

P R O G R A M

January 4 - 6:15-9:00 PM

Introduction:

- course content
- readings
- field research
- papers and exams
- Saturday classes

TOPIC: The Labor Market
Trends and Future Directions

Resource person: Lois Orr, Assistant Regional Commissioner
Bureau of Labor Statistics

Readings:

1. "Definitions (Current Population Survey)"
2. "The Job Market", Business Takes a Hand, by Frank H. Cassell
3. "How the Government Measures Unemployment", published by U. S. Department of Labor, Bureau of Labor Statistics, 1977, Report 505

January 11 - 6:15-9:00 PM

TOPIC: The Labor Market
Employer Perspectives: A look at the future for jobs in the private sector.

PANEL:

Moderator: William Lowry, Manager-Personnel Services
Joseph T. Ryerson & Son, Inc.

Speakers: John A. Kennedy, President
James Electronics

Marjorie Albertsen, Vice-President-Administration
The Northern Trust

Joseph Rodger, Regional Director-Industrial Relations
Columbia Broadcasting System

January 11 (continued)

Readings:

4. Edgar H. Schein, "The Individual, the Organization, and the Career: A Conceptual Scheme", Journal of Applied Behavioral Science, 7 (1971), pp. 401-426.
5. Daniel Yankelovich, "The New Psychological Contracts at Work", Psychology Today, May, 1978, pp. 46-50.
6. Jerry Flint, "Oversupply of Young Workers Expected to Tighten Job Race", article from The New York Times, Sunday, June 25, 1978.
7. "Labor Department Releases Job Outlook Report", U. S. Department of Labor, Bureau of Labor Statistics, North Central Region, Occupational Outlook Handbook, 1978-79 Edition.
8. Russell B. Flanders, "Work: The Prospects for Tomorrow", U. S. Department of Labor, Bureau of Labor Statistics, Spring, 1977, Occupational Outlook Quarterly.
9. "Occupational Expectations of Young Adults" (chart), The Condition of Education 1976, National Center for Education Statistics, U. S. Department of Health, Education, and Welfare, March, 1976.
10. CETA Labor Market Operations Model (chart).
11. Joann S. Lublin, "Firms and Job Seekers Discover More Benefits of Part-Time Positions", article in The Wall Street Journal, October 4, 1978.
12. J. Richard Hackman, Greg Oldham, Robert Janson and Kenneth Purdy, "A New Strategy for Job Enrichment", from Personnel Administration Today: Readings and Commentary, Addison-Wesley Publishing Company, Inc., 1978, pp. 391-409.

January 18 - 6:15-9:00 PM

TOPIC: The Labor Market
Employer Perspectives: A look at the future in health services

PANEL:

Moderator: Kent Smith, Graduate School of Management
Northwestern University

Speakers: James G. Haughton, M.D., MPH, FACPM, Executive Director
Health and Hospitals Governing Commission of Cook County

Richard Kessler, M.D., Senior Vice-President for Professional and Academic Affairs
Michael Reese Hospital and Medical Center

January 18 (continued)

Readings:

13. Occupational Manpower and Training Needs Revised 1974, Bulletin 1824 , U.S.Department of Labor, Bureau of Labor Statistics 1974.

January 27 - 9:00 AM-4:00 PM

TOPIC: The Process of Choice: Elements Which Enlarge or Constrain Opportunity

Morning: (10:15-12:00)

TOPIC: Adult Development Tasks and Stages

Speaker: Vivian Rogers McCoy, Director, Adult Life Resources Center University of Kansas

Afternoon: (1:15-4:00)

TOPIC: Making Choices Regarding:

Work - Alternative work patterns, worker participation, employee development

Education - Connection to work, non-traditional options, credit for life experience, voucher plans, educational brokers

Readings:

14. Vivian Rogers McCoy, "Adult Life Cycle Tasks/Adult Continuing Education Program Response" (Chart)

15. Neil Chamberlain, The Labor Sector, New York: McGraw-Hill, 1965, pp. 1-6.

16. J. Kreps and R. Clark, Age, Sex and Work, Baltimore, John Hopkins Press, 1975, pp. 7-24, 53-82.

17. J. Kreps, "The Changing Economic Role of Women", Manpower Report to the President, U. S. Department of Labor, April, 1975, pp. 55-75.

18. "Employment in Perspective: Working Women", U. S. Department of Labor, Bureau of Labor Statistics, Report 547, Third Quarter 1978.

19. Robert Reinhold, "The Trend Toward Sexual Equality: Depth of Transformation Still Uncertain", article in The New York Times, Wednesday, November 30, 1977.

20. Jon Nordheimer, "The Family in Transition: A Challenge from Within", article from The New York Times, November 27, 1977.

January 27 (continued)

21. Richard J. Meislin, "Poll Finds More Liberal Beliefs on Marriage and Sex Roles, Especially Among the Young", article in The New York Times, Sunday, November 27, 1977.

22. "Looking to the ZPGeneration", Time, February 28, 1977.

23. Kopp Michelotti, "Educational Attainment of Workers, March 1976", Monthly Labor Review, March 1977, pp. 62-65.

24. Fred Best and Barry Stern, "Education, Work and Leisure: Must They Come in That Order?", Monthly Labor Review, Volume 100, Number 7, July, 1977, pp. 3-10.

25. Norman Kurland, "A National Strategy for Lifelong Learning", Phi Delta Kappan, February, 1978, pp. 385-389.

26. "Flexible Work Hours" (paper).

27. Bibliography for alternative work patterns.

February 1 - 6:15-9:00 PM

TOPIC: Interventions - Government

SPEAKER: Herbert E. Striner, Dean, School of Business Administration American University

Sub-topics: The Role of the Federal Government in:

- employment policies
- employment assurance
- education as a national investment

Readings:

28. Frank H. Cassell and Ronald C. Rodgers, "Alternative Strategies for Active Manpower Policies", excerpts from "Integrating State Economic Development and Employment Strategies", a paper prepared for the National Governors Conference, January, 1977.

29. Herbert E. Striner, Continuing Education as a National Capital Investment, The Upjohn Institute for Employment Research, March, 1972, pp. 1-10, 65-74.

February 8 - 6:15-9:00 PM

TOPIC: Interventions (continued)

Sub-topic: Operational Problems at the Grass Roots: A Look at Linkages

SPEAKER: Angela D'Aversa, Acting Deputy Comptroller
State of Illinois

Sub-topic: The Union Perspective on Education, Work and Leisure

SPEAKER: Irving Kurash, President
General Service Employees Union, Local 73

Readings:

30. Willard Wirtz, The Boundless Resource, New Republic Book Company, Inc., Washington, D. C., 1975, pp. 1-14, 169-185.

31. "Labor's Views on Employment Policy", Special Report of the National Commission for Manpower Policy, Special Report No. 25, July, 1978, pp. 27-34 (remarks by Thomas Donahue).

32. Harold Hodgkinson, "Improving Education and Work Linkages", ASTD Conference Highlights, Training and Development Journal, July, 1976, pp. 40-51.

33. Frank H. Cassell, Hervey A. Juris, and Leslie Nathanson, "Intergovernmental Linkage and Cooperation: Models for Strengthening State and Local Management of Manpower Programs", under contract from U. S. Department of Labor, pp. ii-viii, 1-7, 19-26.

February 24 - 9:00 AM-4:00 PM

TOPIC: The Role of the Intermediary

Morning: Formal Intermediaries: Institutional Responses

PANEL: Richard Guilliland, Regional Administrator
Employment and Training Administration
U. S. Department of Labor

Connie Seals, Executive Director
Illinois Commission on Human Relations

Maria Cerda, Executive Director
Latino Institute

Afternoon: Informal Intermediaries: Alternative Responses

PANEL: Jack Hungerford, Ph.D., Consultant and private therapist

Lya Rosenblum, Dean
Columbia College

February 24 (continued)

Robert Marx, Rabbi
Congregation Solel

Victor Lindquist, Associate Dean, Director of Placement
Northwestern University

Readings:

34. "New Professional Role(s)", chart developed by Marilyn D. Jacobson for Adult Career Advocates Project.

35. Dixie Sommers and Alan Eck, "Occupational Mobility in the American Labor Force", Monthly Labor Review, January, 1977, pp. 3-26.

36. Sheppard and Belitsky, "Promoting Jobfinding Success for the Unemployed", pp. 1-17.

37. Frank H. Cassell and Ronald C. Rodgers, "The Public Employment Service as a Labor Market Intermediary", paper presented at the National Commission on Manpower Policy Conference on the Labor Market Intermediary, November 16-17, 1977, 48 pps.

38. Frank H. Cassell, "Reflections on Changes in Retirement Practices", paper, 18 pps.

March 1 - 6:15-9:00 PM

TOPIC: How One Learns About Choices:

- What an intermediary needs to know to advise.
- Where are resources and how are they used.

SPEAKER: Ronald C. Rodgers, Ph.D., Research Associate
Educational Testing Service

WRAP UP:

- Education
- Work
- Leisure
- Role of intermediary

Readings:

39. Barry E. Stern, Toward a Federal Policy on Education and Work, U. S. Department of Health, Education, and Welfare, March, 1977, pp. 80-104.

40. Joann Harris, "The Computer: Guidance Tool of the Future", Journal of Counseling Psychology, Vol.21, No.4., 1974, pp. 331-339.

41. Barry E. Stern, "Application of Information Systems to Career and Job Choice", Labor Market Information for Youths, Seymour L. Wolfbein, ed., Temple University, 1975, pp. 199-234.

Appendix

I. "Computer Will Do More Jobs in Next Century", article from Sunday Sun-Times, August 13, 1978.

II. "Taxes, Inflation Eat Up Raises, Study Shows", article.

III. "Changes in Occupational Characteristics: Planning Ahead for the 1980's", The Conference Board, 1976, pp. 1-13.

IV. Bibliography.

Appendix E

MANAGING THE LIFE CYCLE

Saturday, March 4, 1978

9:00 - 9:30	Registration - Coffee Owen L. Coon Forum
9:30 - 9:45	Welcome: William R. Hazard, Associate Dean, School of Education, Northwestern University
9:45 - 10:00	Introduction to Workshop: Marilyn D. Jacobson, Assistant Professor of Education, School of Education, Northwestern University
10:00 - 11:30	Speaker: Robert J. Havighurst, Professor of Education and Human Development, University of Chicago Topic: Education Through the Life Span
11:45 - 1:00	Buffet in Coon Forum Lobby - Lunch in Coon Forum
	Program: Thomas Willis, Concert Manager, Associate Professor Music History, Northwestern University
1:15 - 2:45	Choice of Seminar:
	Mid-Life Transitions and Crises, Professor Solomon Cytrynbaum, Northwestern University Room: Leverone G-093
	Teaching, Learning Strategies for Adults, Professor Robert J.Menges, Northwestern University Room: Leverone G-208
3:00 - 3:30	Choice of Seminar:
	Mid-Life Transitions and Crises, Professor Solomon Cytrynbaum, Room: Leverone G-903
	Teaching, Learning Strategies for Adults, Professor Robert J. Menges, Room: Leverone G-208
	Developmental Potentials of the Later Half of Life, Professor David Gutmann, Northwestern University Room: Leverone G-214
5:00	Cocktails - Orrington Hotel, 1710 Orrington Ave. 2nd Floor
5:45 - 7:00	Dinner - Orrington Hotel, Heritage Room
7:15	Program - Orrington Hotel, Heritage Room

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Sponsored by The School of Education, Northwestern University, and funds made available through the U.S.Office of Education under the Community Service and Continuing Education Program, Title IA of the Higher Education Act of 1965.

MANAGING THE LIFE CYCLE

Sunday, March 5, 1978

8:45 - 9:15 Coffee — Owen L. Coon Forum

9:15 - 10:20 Speaker: Frank H. Cassell, Professor of Industrial Relations, Northwestern University

Topic: The Labor Market and Life Cycle Needs

10:30 - 12:00 Speaker: Harold L. Sheppard, American Institutes for Research

Topic: The Middle-Aged Worker

12:00 - 1:30 Lunch

Discussion: The Role of the Intermediary

Leader: Ronald C. Rodgers, Research Associate Midwest Regional Office, Educational Testing Service

1:45 - 3:15 Choice of Seminar:

From a Woman's Perspective, Professor June Sochen, Northeastern Illinois University, Room: Leverone G-208

Culture, Curriculum and Intergenerational Communication, Professor Joseph C. Berland, Northwestern University, Room: Leverone G-093

3:30 - 5:00 Needs Assessment: Planning for March 18th

(Please attend session checked below)

Facilitators

Sybil Francis	Leverone G-093
Angela D'Aversa	Leverone G-208
Gale Grossman	Leverone G-214
Robert Patrick	Leverone G-210
Dr. Carol Pierskalla	Education 1-151
Emily Epton	Education 2-140

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MANAGING THE LIFE CYCLE

Saturday, March 18,1978

9:00 - 9:15 Opening remarks - Coffee
School of Education Learning Resource Center

9:30 - 10:45 Choice of one workshop

Teaching-Learning Strategies for Adults
Professor Robert J. Menges - Room 1-151

The Relationship of the Intermediary to the Organization and the Individual
Robert Patrick
Dr. Carol Pierskalla Room 5-118

11:00 - 12:15 Choice of one workshop

Managing Multi-generational Classes
Emily Epton
Professor Marilyn D.Jacobson Room 1-151

Planning, Implementing, Marketing Career Development Programs for Adults
Sybil E. Francis
Gale Grossman Room 5-118

12:30 - 1:30 Buffet in Learning Resource Center

Speaker: Alan B. Knox, Professor of Continuing Education
University of Illinois,Champaign-Urbana

Topic: Adult Development and Learning:
Implications for Helping Adults Learn

1:45 - 3:15 Choice of one workshop

Discussion and Sharing of Teaching,Learning Techniques for Adult Classes:
Emily Epton, assisted by
Robert Patrick and Gale Grossman Room 5-118

Labor Market Linkages: The Federal Response
Angela D'Aversa Room 1-151

3:15 - 5:00 Wine and Wrap-Up

Discussion: Managing Your Career
Dean Claude B. Mathis

9:30 - 10:45 Room Education 1-151 - Professor Robert J. Menges

Title: Teaching-Learning Strategies for Adults

Goal: To match intended learning outcomes to instructional methods.

Topics:
1. Identifying desired learning outcomes
2. Classifying potential outcomes in order to fit into comprehensive framework
3. Matching methods to desired outcomes

Plan of Presentation:

1. Question participants: what as teachers do you want learners to learn?
2. Presentation of classification for potential outcomes useful for developing curriculum criteria.
3. Discussion of how to match teaching methods to desired learning outcomes.

. . . . . .

9:30 - 10:45 Room Education 5-118 - Robert Patrick and Dr.Carol Pierskalla

Title: The Relationship of the Intermediary to the Organization and the Individual

Goal: To aid in increasing the intermediary's effectiveness in interacting with the organization and the individual.

Topics:
1. What is the intermediary's role and relationship to the organization and the individual? What are the boundaries and constraints?
2. How can the intermediary maintain personal goals that are compatible with those of the organization?

Plan of Presentation:

1. Overview of the relationship of the intermediary to the organization and the individual - boundaries and constraints.
2. Overview of the issue: can one differentiate between career and personal counseling?
3. Group discussion focusing on the participants' work environment and his/her relationship to it.

11:00 - 12:15 Room Education 1-151 Emily Epton and Marilyn Jacobson

Title: Strategies for Managing a Multigenerational Class

Goal: To collectively arrive at a compendium of techniques

Topics:
1. How do you confirm the individual's capacity to learn and be a successful student - and at the same time set realistic learning goals?
2. How to capitalize on:
   a) different experiential and reference bases
   b) different degrees of classroom savvy
   c) different expectations: education for enrichment vs. education for application (instrumental vs. expressive goals)
3. How do you help learners become participants in the learning process?
4. How do you manage classrooms where some learners are timid and some are aggressive(i.e.,tend to monopolize with personal non-germane reminiscences?)

Plan of Presentation: Overview, discussion

. . . . . .

11:00 - 12:15 Room Education 5-118 Gale Grossman and Sybil Francis

Title: Planning, Implementing, and Marketing Career Development Programs for Adults

Goal: To provide potential sponsors of career development programs with an overview and forum for discussion of program planning, implementation and marketing.

Topics:
1. How to determine adult needs
2. How to determine adult interests
3. How to develop and implement programs
4. How to market programs

Plan of Presentation: A brief presentation followed by participant discussion of each major topic.

1:45 - 3:15 Room Education 5-118 Emily Epton assisted by Robert Patrick, Gale Grossman

Title: Discussion and Sharing of Teaching-Learning Techniques for Adult Classrooms

Goal: To share techniques appropriate to teaching adults

Topics:
1. Overcoming adults' expectation that in class they are powerless .
2. Helping adults move from complacent learning situations to those which are more compatible with life-altered goals and needs.
3. Motivating adults to appreciate and share the whole range of their experiences as they relate to the subject.
4. Encouraging flexibility and broad exploration of controversial ideas in the adult student.

Plan of Presentation: Description of general adult learning characteristics and discussion of topics.

. . . . . .

1:45 - 3:15 Room Education 5-151 Angela D'Aversa

Title: Linkages: The Federal Response

Goal: To present an overview of federal policies which can be categorized as providing labor market linkages and to draw from the group their experiences or suggestions for implementation of these policies.

Topics:
1. Introduction of the background and purpose of CETA - Comprehensive Employment and Training Act
2. Examination of how CETA relates to other federal programs such as Vocational Education, Employment Service, Adult Basic Education.
3. Discussion by participants of experiences in implementing Federal programs. What factors encourage success and what are the impediments?
4. Brainstorming - given the"best of all possible worlds" - what should be the posture of the federal government?

Plan of Presentation: Introductory remarks and discussion

EDUCATIONAL OPPORTUNITY CENTERS STATISTICAL REPORT SUMMARY
Program Year 1976-77 (FY 76 Funds)

MAY 30 1978

I. Funding Data

1.	Total Obligation	-	$3,150,000
2.	Number of Grants	-	13 - (In addition, there were 38 satellites for a total of 51 sites)
3.	Average Grant Size	-	$242,307
4.	Number of Participants	-	$50,065
5.	Average Cost/Participants	-	$62.92

II. Ethno - Racial Background of Participants:

		Number	Percent
American Indian	-	948	1.9
Black (Other than Hispanic)	-	17,515	35.0
Hispanic:			
Mexican American	-	4,540	9.1
Puerto Rican	-	1,156	2.3
Other Spanish	-	631	1.3
White (other than Hispanic)	-	19,459	38.9
Other (includes Asian American)	-	1,674	3.3
Not Reported	-	4,142	8.3
Total		50,065	100.0

III. Age of Participants

		Number	Percent
Under 18	-	9,546	19.1
18 - 24	-	22,311	44.6
25 or over	-	14,230	28.4
Not Reported	-	3,978	7.9
Total		50,065	100.0

IV. Sex of Participants

		Number	Percent
Male	-	21,371	42.7
Female	-	26,368	52.7
Not reported	-	2,326	4.6
Total		50,065	100.0

Note: Due to rounding, percents may not equal 100.

		Number	Percent
V. Number of Veterans Assisted	-	2,855	5.7
VI. Number of Physically Disabled Assisted	-	991	2.0
VII. Postsecondary Placement			
Number of participants accepted but not yet enrolled	-	5,280 (only 8 grantees reported data)	10.5
Number of participants who actually enrolled	-	16,309	32.6
Actual enrollment, by type of institution/program:			
4-yr Col/U	-	5,391	33.1
2-yr Col	-	7,310	44.8
Proprietary School	-	1,304	8.0
Voc/Tech School	-	1,502	9.2
Other Training Pgm.	-	802	4.9
Total		16,309	100.0

VIII. Number of Participants and Other Persons Who Received Program Services, by Type of Service. (Many individuals received more than one type of service)

1. Dissemination of postsecondary academic and financial aid information	-	142,870
2. Postsecondary admission and financial aid application assistance	-	32,256
3. Referrals to other agencies and programs	-	20,056
4. Academic counseling to participants not enrolled in postsecondary school	-	28,358 [a/]
5. Academic counseling to participants enrolled	-	13,352
6. Tutoring to participants enrolled in post secondary school	-	4,666 [b/]
7. Other services to participants enrolled in postsecondary school	-	7,723 [c/]

a/ One project not reporting.

b/ Two projects not reporting.

c/ Five projects not reporting.

EDUCATIONAL OPPORTUNITY CENTERS PROGRAM
FINAL STATISTICAL REPORT
Program Year 1976-77 (FY 76 Funds)

Part A - Funding Information

REGION, STATE, GRANTEE NAME	FUNDING LEVEL	NO. OF PARTICIPANTS Planned	NO. OF PARTICIPANTS Actual	COST PER PARTICIPANT (BASED ON ACTUAL NO. ASSISTED)	GRANTEE, BY TYPE AND CONTROL	NO. OF SATELLITES	GEOGRAPHIC AREA SERVED
I - MASSACHUSETTS Worcester Cons for H Ed Worcester	$ 318,000	8,000	5,258	60	Agency Public	4	Urban/Rural
II - NEW YORK City Univ., CBEOC (Res Fdn) New York	300,000	20,000	8,784	34	4-yr Col/Univ. Public	4	Urban
III - DISTRICT OF COLUMBIA Col Entrance Exam Bd. Washington	303,000	4,000	1,511	201	Agency Public	2	Urban
IV - ALABAMA No. Ala. Cons for Ed'al Opp. Huntsville	258,750	11,650	6,016	43	4-yr Col/Univ. Public	7	Urban/Rural
IV - GEORGIA NSSFSS Atlanta	195,515	3,500	3,687	53	Agency Private	0	Urban
V - OHIO Dayton-Miami Valley Cons Dayton	154,000	1,700	1,750	88	Agency Public	6	Urban
VI - NEW MEXICO N M Voc-Tech School Espanola	155,250	1,200	1,275	122	Voc/Tech Public	2	Rural
VI - TEXAS Dallas Co Cmty Col Dist Dallas	258,750	6,000	5,912	44	Agency Public	0	Urban
VII - MISSOURI H Ed Coor Coun - Met St Lo St. Louis	336,375	10,000	2,881	117	Agency Public	9	Urban
VIII - COLORADO Cmty Col of Denver Denver	258,750	2,500	2,919	89	2-yr Col/Univ Public	0	Urban
IX - CALIFORNIA Fresno Co Mobile Guid Proj Fresno	150,000	1,500	2,351	64	Agency Public	2	Urban/Rural
IX - CALIFORNIA UCLA Extension Los Angeles	291,870	7,500	6,110	48	4-yr Col/Univ Public	2	Urban
X - WASHINGTON Metro Dev Council Takoma	169,740	1,600	1,611	105	Agency Private	0	Urban/Rural
TOTALS	$3,150,000	79,150	50,065	$ 62.92		38 - Satellites 13 - Centers 51 - Sites	8 - Urban 1 - Rural 4 - Urban/Rural

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EDUCATIONAL OPPORTUNITY CENTERS PROGRAM
FINAL STATISTICAL REPORT
Program Year 1976-77 (FY 76 Funds)

Part B - Participant Characteristics

REGION, STATE, GRANTEE NAME	ETHNO-RACIAL DISTRIBUTION									SEX			NO. OF PARTICIPANTS, BY AGE				NO. OF PYS DISABLED	NO. OF VETERANS
	Amer Indian	Black	Spanish Descent: Mex Amer	Spanish Descent: Puerto Rican	Spanish Descent: Other	White	* Other	Not Reported	Total	Male	Female	Not Reported	Under 18	18-24	25 or Over	Not Reported		
I. MASSACHUSETTS Worcester Cons for H Ed Worcester	29	876	60	259	51	3,590	393	0	5,258	1,919	3,339	0	697	2,300	2,261	0	269	374
II. NEW YORK City Univ, CBEOC (Res Fdn) New York	13	1,934	15	859	288	1,492	168	6,015	8,784	3,233	3,236	2,315	231	2,288	2,466	3,799	107	319
III. DISTRICT OF COLUMBIA Col Entrance Exam Bd Washington	0	1,492	1	2	2	11	3	0	1,511	579	932	0	364	1,019	128	0	5	14
IV. ALABAMA No. Ala Cons for Ed'al Opp Huntsville	4	19	9	8	27	5,909	40	0	6,016	2,478	3,538	0	855	3,642	1,519	0	15	184
IV. GEORGIA NSSFSS Atlanta	1	3,483	2	3	3	189	6	0	3,687	1,549	2,138	0	2,407	1,079	201	0	1	61
V. OHIO Dayton-Miami Valley Cons Dayton	0	909	6	1	9	738	87	0	1,750	716	1,034	0	117	1,021	587	25	88	121
VI. NEW MEXICO N M Voc-Tech School Espanola	492	13	663	0	3	102	2	0	1,275	497	778	0	319	701	275	30	23	138
VI. TEXAS Dallas Co Cmty Col Dist Dallas	60	2,316	567	0	0	2,838	131	0	5,912	2,739	3,173	0	2,084	2,293	1,535	0	172	391
VII. MISSOURI M Ed Coor Coun - Met St Lo St Louis	1	1,761	3	0	0	931	21	114	2,881	1,056	1,814	11	187	1,496	1,137	61	136	226
VIII. COLORADO Cmty Col of Denver Denver	157	939	782	0	0	968	73	0	2,919	1,417	1,502	0	313	1,358	1,248	0	57	191
IX. CALIFORNIA Fresno Co Mobile Guid Proj Fresno	18	495	1,360	0	29	384	65	0	2,351	1,053	1,298	0	457	1,780	114	0	6	8
IX. CALIFORNIA UCLA Extension Los Angeles	125	3,055	1,072	23	184	1,014	637	0	6,110	3,502	2,608	0	1,419	2,686	2,005	0	49	660
X. WASHINGTON Metro Dev Council Tacoma	48	223	0	1	35	1,243	48	13	1,611	633	978	0	96	648	804	63	63	168
Due to rounding percents may not add to 100. # TOTAL %	948 1.9%	17,515 35.0%	4,540 9.1%	1,156 2.3%	631 1.3%	19,459 38.9%	1,674 3.3%	4,142 8.3%	50,065 100%	21,371 42.7%	26,368 52.7	2,326 4.6%	9,546 19.1%	22,311 44.6%	14,230 28.4%	3,978 7.9%	991 2.0%	2,855 5.7%

*Includes Asian or Pacific Islander

EDUCATIONAL OPPORTUNITY CENTERS PROGRAM
FINAL STATISTICAL REPORT
Program Year 1976-77 (FY 76 Funds)

Part C - Postsecondary Placement and Enrollment of Participants

REGION, STATE, GRANTEE NAME	POSTSECONDARY PLACEMENT: No. Accepted but not yet Enr.	No. Reported as Enr.	TYPES OF SCHOOLS & PROGRAMS FOR PARTICIPANTS WHO WERE PLACED & REPORTED AS ENROLLED: 4-yr Coll Univ	2-yr Coll	Prop Sch	Voc/Tech Sch.	Other Trn'g Pgms	Not Reported	NO. OF CURRENT & FORMER PART. GRANTED DIPLOMAS/DEG. BY TYPE OF ACAD PGM a/: 1-yr or less	2-yr Pgm	4-yr Pgm	Grad Prof	Total	Postsecondary School Dropouts, No. by Reason a/: Inadq Finan Aid	Unsat Acad Perf	Dismissed Other Than Acad Perf	Other	Total
I. MASSACHUSETTS Worcester Cons for H Ed Worcester	45	2,198	790	1,023	303	67	15	0	54	47	25	0	126	13	2	1	55	71
II. NEW YORK City Univ, CREOC (Res Fdn) New York	NA	2,779	797	1,209	357	416	0	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
III. DISTRICT OF COLUMBIA Col Entrance Exam Bd. Washington	505	182	149	29	1	1	2	0	0	1	2	0	3	11	5	1	9	26
IV. ALABAMA No. Ala Cons for Ed'al Opp Huntsville	55	1,798	1,281	265	110	142	0	0	72	44	11	0	127	2	3	17	46	68
IV. GEORGIA NSSFSS Atlanta	110	532	353	117	18	22	23	0	3	2	7	0	12	56	8	5	12	81
V. OHIO Dayton-Miami Valley Cons Dayton	NA	386	139	214	26	1	6	0	5	15	12	0	32	NA	NA	NA	NA	NA
VI. NEW MEXICO N M Voc-Tech School Espanola	168	639	370	94	7	149	19	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
VI. TEXAS Dallas Co Cmty Col Dist Dallas	1,855	2,117	333	1,302	106	304	72	0	9	124	8	0	141	9	6	3	21	39
VII. MISSOURI H Ed Coor Coun -Met St Lo St Louis	NA	1,731	191	1,056	128	0	356	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
VIII. COLORADO Cmty Col of Denver Denver	464	1,054	227	731	24	29	43	0	NA	NA	NA	NA	NA	13	3	0	12	28
IX. CALIFORNIA Fresno Co Mobile Guid Proj Fresno	NA	1,405	335	695	160	198	17	0	0	0	0	0	0	8	0	0	0	8
IX. CALIFORNIA UCLA Extension Los Angeles	2,078	1,241 b/	406	439	48	98	250	0	108	0	0	0	108	2	2	0	97	101
X. WASHINGTON Metro Dev Council Takoma	NA	247	20	136	16	75	0	0	22	7	1	0	30	0	0	0	11	11
Totals No.	5,280	16,309	5,391	17,310	1,304	1,502	802	0	273	240	66	0	579	114	29	27	263	433
%	10.5	32.6	33.1	44.8	8.0	9.2	4.9		--	--	--	--	--	--	--	--	--	--

NA = Not Available
a/ Data Incomplete

b/ An additional 2,100 persons are believed to be enrolled, but the figure has not been verified

EDUCATIONAL OPPORTUNITY CENTERS PROGRAM
FINAL STATISTICAL REPORT
Program Year 1976-77 (FY 76 Funds)

Part D - Project Services
No. of Participants and Contacts Assisted

REGION, STATE, GRANTEE NAME	POSTSEC ACAD & FINANCIAL AID INFO DISSEMINATION	POSTSEC ADMISSION & FINANCIAL AID APPLICATION ASSISTANCE	REFERRALS TO OTHER AGENCIES & PROGRAMS	ACAD COUNS TO PART. NOT ENR IN POSTSEC SCHOOL	ACAD COUNS TO PART. ENR IN POSTSEC SCHOOL	TUTORING TO PART. ENR IN POSTSEC SCHOOL	OTHER SERV TO PART. ENROLLED IN POSTSEC SCHOOL
I - MASSACHUSETTS Worcester Cons for H Ed Worcester	2,629	1,013	1,728	882	76	45	NA
II - NEW YORK City Univ, CBEOC (Res Fdn) New York	16,310	4,002	5,840	2,201	NA	141	NA
III - DISTRICT OF COLUMBIA Col Entrance Exam Bd Washington	14,762	1,229	515	1,073	156	NA	238
IV - ALABAMA No.Ala Cons for Ed'al Opp Huntsville	6,016	3,299	1,934	4,464	5,193	2,580	5,124
IV - GEORGIA NSSFSS Atlanta	6,285	3,339	49	4,970	457	69	272
V - OHIO Dayton-Miami Valley Cons Dayton	1,715	1,046	244	648	215	492	83
VI - NEW MEXICO N M Voc-Tech School Espanola	22,526	2,512	781	1,087	402	330	268
VI - TEXAS Dallas Co Cmty Col Dist Dallas	17,478	3,139	6,407	4,592	695	NA	NA
VII - MISSOURI H Ed Coor Coun - Met St Lo St Louis	11,022	5,248	374	3,014	1,343	76	NA
VIII - COLORADO Cmty Col of Denver Denver	1,550	1,325	1,024	1,443	2,674	294	NA
IX -CALIFORNIA Fresno Co Mobile Guid Proj Fresno	10,422	2,351	157	1,250	187	267	187
IX - CALIFORNIA UCLA Extension Los Angeles	20,000	3,320	448	1,506	125	250	1,319
X - WASHINGTON Metro Dev Council Takoma	12,153	433	555	1,228	1,629	122	232
TOTAL	142,870	32,256	20,056	28,358	13,352	4,666	7,723

NA - Not Applicable

TABLE 3

DEMOGRAPHIC PROFILE OF RLS CLIENTS
(excluding External Diploma clients)

JANUARY 1974 - JANUARY 1977

Category	Percent		
	Men	Women	Total
AGE OF CLIENT:			
16-21 years	14.3	9.9	11.4
22-25 years	22.4	17.8	19.3
26-35 years	37.8	34.5	35.6
36-45 years	16.3	22.1	20.2
46-55 years	7.7	11.4	10.8
56-65 years	1.5	3.0	2.5
Over 65 years	-0-	.3	.2
Total	100%	100%	100%
Number	(196)	(394)	(590)
MARITAL STATUS:			
Married	53.3	50.9	51.7
Single	43.4	35.4	37.9
Once married, now not	3.3	13.7	10.4
Total	100%	100%	100%
Number	(122)	(271)	(393)
RACE:			
Black	7.0	7.2	7.1
White	92.5	91.7	92.0
Native American	.5	.8	.7
Spanish	-0-	-0-	-0-
Oriental	-0-	.3	.2
Total	100%	100%	100%
Number	(186)	(387)	(573)
FAMILY INCOME:			
Less than $8,000	37.7	42.5	40.9
$8,000-$15,000	36.8	29.2	31.8
$16,000-$20,000	15.9	13.3	14.1
Over $20,000	9.6	15.0	13.2
Total	100%	100%	100%
Number	(114)	(226)	(340)

Demographic Profile of RLS Clients Page 2

Category	Percent		
	Men	Women	Total
EDUCATION:			
3-8 years	1.8	.6	1.0
9-11 years	10.4	7.3	8.3
High school diploma	25.2	34.7	31.5
1-3 years college	31.3	29.2	29.9
4 years college	20.3	17.6	18.5
Graduate work	11.0	10.6	10.8
Total	100%	100%	100%
Number	(163)	(329)	(492)
OCCUPATION:			
Professional	13.4	13.1	13.2
Small business manager, lower level government	5.1	2.6	3.4
Semi-professional or technician	10.2	7.4	8.3
Paraprofessional	7.0	5.8	6.2
Salesman, bookkeeper, secretary, office worker	4.5	16.3	12.4
Skilled worker or craftsman	7.0	4.2	5.1
Semi-skilled worker	5.7	4.5	4.9
Service worker	7.0	3.5	4.7
Unskilled worker	5.1	1.6	2.8
Student	7.6	3.2	4.7
Home manager	-0-	14.7	9.8
Retired	-0-	-0-	-0-
Unemployed	27.4	23.1	24.5
Total	100%	100%	100%
Number	(157)	(312)	(469)

TABLE 4

CLIENT EXPECTATIONS OF RLS SERVICES[1]

JANUARY 1974 - JANUARY 1977

Category	Percent
Goal clarification (unspecified)	18.0
Educational counseling (unspecified)	12.4
Graduate planning	.3
Postsecondary	4.2
Diploma	21.6
Proprietary/skill training	1.0
Career counseling	25.2
Referral service; tutoring service; information service (unspecified); assistance with bureaucratic red tape	5.6
Diagnostic service	5.9
Job placement	.7
Financial aid	.3
Personal counseling	2.0
Moral support/encouragement	.7
No expectations/unclear expectations	2.3
Inappropriate answer	3.6
No answer	4.0
Number	(306)

[1]Percentages reflect multiple answers

TABLE 5

CLIENT DECISIONS MADE DURING RLS CONTRACT PERIOD[1]

JANUARY 1974 - JANUARY 1977

Category	Percent
Established educational goal (unspecified)	7.8
To select an educational institution/program	10.1
To begin postsecondary education	9.5
To resume/continue postsecondary education; to get another degree	13.4
To get a high school diploma	7.5
To seek educational training for an occupational skill; to change career; to prepare for a change in career/vocation	13.1
Established career goal	5.9
Identified skills/interests	1.0
To seek employment	2.0
To join armed forces	1.0
To pursue on-the-job training	.3
To take specific exam	.3
To do volunteer work	.3
To become more self-directed; to improve myself (unspecified)	8.2
To go elsewhere for information	.7
To continue what presently doing	6.2
No decision	10.5
Inappropriate answer	6.2
No response	5.2
Number	(306)

[1]Percentages reflect multiple answers

TABLE A-5

MWEP Placements by Occupational Categories and Office Site
(9/1/75-8/31/76)

MWEP Offices	Total Placements	Managerial		Professional		Technical		Sales		Other	
		#	%	#	%	#	%	#	%	#	%
Atlanta	52	9	17%	22	42%	4	8%	5	10%	12	23%
Cincinnati	66	14	21%	20	30%	6	9%	19	29%	7	11%
Dallas	80	10	12%	31	39%	17	21%	3	4%	19	24%
Houston	58	12	21%	24	41%	7	12%	8	14%	7	12%
Los Angeles	61	22	36%	24	39%	4	6%	2	3%	9	15%
New Orleans	42	7	17%	23	55%	3	7%	1	2%	8	19%
Tulsa	52	8	15%	22	42%	5	10%	5	10%	12	23%
Total: All Offices	411	82	20%	166	40%	46	11%	43	10%	74	19%

Source: MWEP Office Records.

Note: In cases of placements made through the cooperative effort of two offices and credited as one-half placements to each, the placement is counted with the office which obtained the job rather than the office which provided the applicant. Thus the Cincinnati figures include one placement applying through Atlanta and New Orleans data include one placement applying through Houston.

Table A-6
MWEP Placements by Occupational Categories and Office Site
(Through 8/21/76)

MWEP Offices	Total Placements	Managerial	Professional	Technical	Sales	Other
Atlanta	269	58	106	15	14	76
Cincinnati	65	12	24	4	16	9
Dallas	88	9	24	13	2	40
Houston	157	32	62	26	12	25
Los Angeles	61	26	20	5	1	9
New Orleans	47	7	21	3	1	15
Tulsa	56	12	17	4	5	18
Total--All Offices	743	156	274	70	51	192

Note: In cases of placements made thorugh the cooperative efforts of two offices and credited as one half placements to each, the placement is counted with the office which obtained the job rather than the office which provided the applicant. Thus the Cincinnati figures include one placement applying through Atlanta and New Orleans data include one placement applying through Houston.

TABLE 4-16

Cost per Placement for the
Minority Women Employment Program

Per Placement Costs for Total Operations	
November 15, 1974-August 31, 1975 (start up)	$ 6,132
September 1, 1975-August 31, 1976 (fully established)	$ 1,951
Per Placement Costs by Office Site (9/1/75-8/31/76)	
Atlanta (52-1/2 placements)	$ 2,068
Houston (58-1/2 placements)	$ 1,608
Dallas (80 placements)	$ 941
New Orleans (41-1/2 placements)	$ 1,485
Tulsa (52 placements)	$ 1,524
Cincinnati (65-1/2 placements)	$ 1,470
Los Angeles (61 placements)	$ 1,655

Source: Director of Finance, RTP, Inc. Total operations costs includes all administrative costs for the project. Administrative costs are not included in the breakdown by office site. These data do not include the cost for research and evaluation. These data are based on costs recorded as of 8/31/76.

Career/Education Advisement
Providers Technical Assistance Conference

September 11, 1979

8:00 - 8:30 Registration - Owen L. Coon Forum

8:30 - 8:45 Opening Remarks - Marilyn D. Jacobson, Director, Adult Career Advocates Project

Welcome - David E. Wiley, Dean, Northwestern School of Education

8:45 - 10:00 Speaker: Frank H. Cassell, Professor of Industrial Relations, Northwestern Graduate School of Management

"The Labor Market Perspective: Opportunities and Barriers"

10:00 - 10:15 Coffee and rolls

10:15 - 11:30 Panel: "Meeting the Advisement Needs of Special Populations"

Henry Betts, Medical Director, Rehabilitation Institute of Chicago
Maria Cerda, President's Commission, International Year of the Child; former Director, The Latino Institute
William Kemmerer, Regional Counseling Specialist, Employment and Training Administration, U. S. Department of Labor
Bernard Schwartz, Director, The Education Network for Older Adults
Connie Seals, Executive Director, Illinois Commission on Human Relations
Rebecca Sive-Tomashefsky, Executive Director, Midwest Women's Center

Moderator: Angela D'Aversa, Professional Associate, Educational Testing Service, Midwestern Regional Office

11:45 - 1:00 Workshops (choose one):

A. FUNDING - Robert Frank, Professor, University of Northern Iowa (Room G-093, Leverone)
B. EVALUATION - Gustave Rath, Professor of Industrial Engineering, Northwestern University (Learning Resource Center, School of Education)
C. COUNSELOR SELECTION AND TRAINING - Francis Macy, Director, National Center for Educational Brokering (Room G-210, Leverone)
D. MARKETING - Philip Kotler, Professor Marketing, Northwestern University (Room G-208, Leverone)
E. COORDINATION/LINKAGE - William J. Hilton, Director, Educational Information Center, Illinois State Scholarship Commission (Room G-214, Leverone)

1:00 - 2:15 Lunch - Speaker: Daniel B. Dunham, Deputy Commissioner, Bureau of Occupational and Adult Education, U.S.O.E. (Owen L. Coon Forum)

2:30 - 3:30 Workshops (choose one). Same as morning session above.

3:45 - 5:00 Panel: "Helping Individuals Make Employment Choices". A discussion of factors which influence employability.

Solomon Cytrynbaum, Associate Professor, Educational and Clinical Psychology, Northwestern University
Hyman C. Pomp, Institute of Psychiatry, Northwestern Memorial Hospital
Bari Watkins, Acting Director, Program on Women, Northwestern University

Moderator: Margaret Lee, Associate Dean, Northwestern School of Education

5:00 - 6:00 Wine and cheese party.